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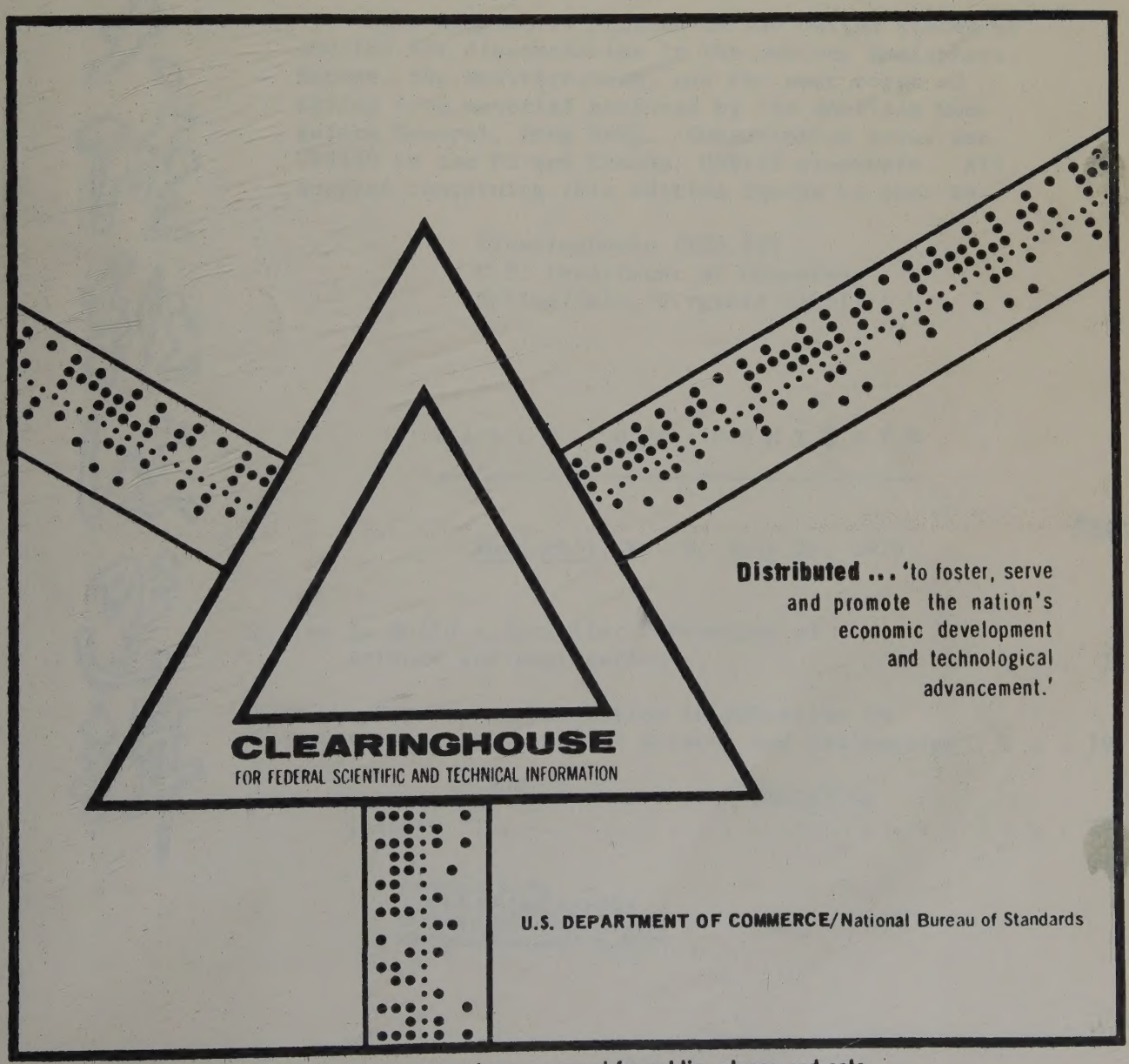
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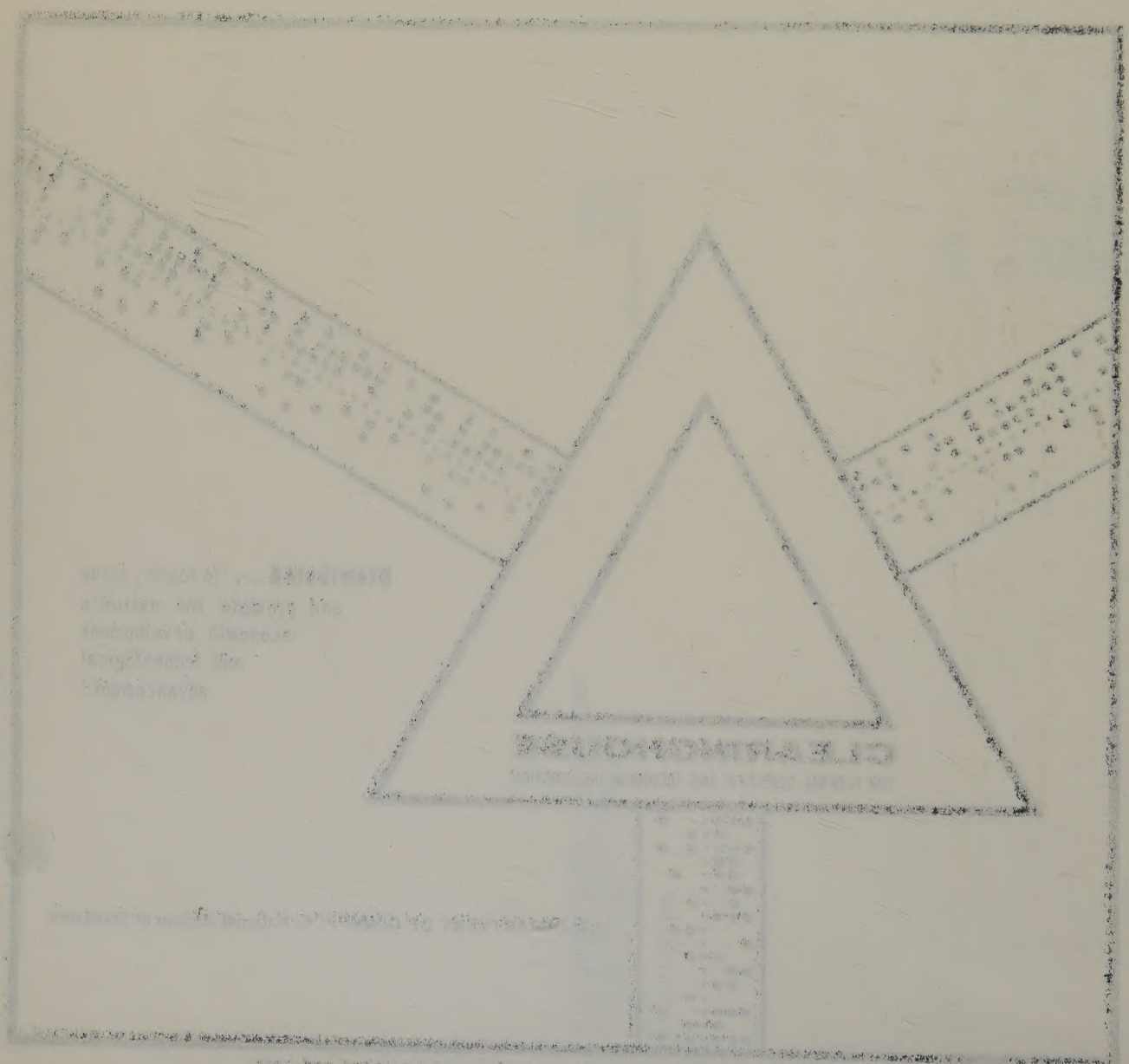

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Unless otherwise indicated, these materials are full translations of articles appearing in Chinese Communist periodicals.

Strive to Build a Socialist University of Science and Engineering

-- by the Workers and People's Liberation Army Mao Tsetung Thought Propaganda Team in Tsinghua University

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

thanks to the solicitous concern of our great leader chairman mao and the party central committee with chairman mao as the leader and vice-chairman lin as the deputy leader, the proletarian revolution in education is vigorously surging forward in tsinghua university. over the past year and more, the working class has led the university's revolutionary students, teachers and workers in holding high the banner of unity and victory of the ninth party congress, following chairman mao's brilliant thinking on the revolution in education and, with the "may 7" directive as the key link, "(boldface begins) taking the road of the shanghai machine tools plant in training technicians from among the workers (boldface ends)", in striving to build a socialist university of science and engineering.

the working class must exercise firm leadership over the revolution in education in the course of struggle

chairman mao teaches: "(boldface begins) to accomplish the proletarian revolution in education, it is essential to have working class leadership; the masses of workers must take part in this revolution and, in co-operation with liberation army fighters, form a revolutionary three-in-one combination with the activists among the students, teachers and workers in schools and colleges, who are determined to carry the proletarian revolution in education through to the end. the workers' propaganda teams should stay permanently in the schools and colleges, take part in all the tasks of struggle-criticism-transformation there and will always lead these institutions. (boldface ends)" working class leadership is the fundamental guarantee for completely smashing the bourgeois educational system and establishing the proletarian educational system. the proletarian revolution in education is a deep-going political revolution to ensure the all-round dictatorship of the proletariat over the bourgeoisie in culture and education. since july 27, 1968 when the working class mounted the political stage of struggle-criticism-transformation in the superstructure, a fierce struggle has been going on between the proletariat and the bourgeoisie around the question of who will transform and triumph over whom. it is precisely in the struggle between the two classes, the two roads and the two lines that working class leadership has constantly been strengthened and consolidated.

working class leadership means leadership by mao tsetung thought. under the leadership of its vanguard the communist party, the working class has marched into the field of education in order to carry out chairman mao's great directive "(boldface begins) the length of schooling should be shortened, education should be revolutionized, and the domination of our schools and colleges by bourgeois intellectuals should not be tolerated any longer (boldface ends)"; it has marched into the field of education to capture the positions of schools and colleges and transform them with mao tsetung thought.

in order to capture these positions and maintain its firm leadership over the revolution in education, the working class must (boldface begins) criticize and repudiate the bourgeoisie (boldface ends), vigorously grasp the class struggle in the ideological field and exercise leadership over the intellectuals politically and ideologically. otherwise, it is impossible to consolidate working class leadership and there is even the danger of losing it again. in accordance with chairman mao's great teaching "(boldface begins) there is no construction without destruction (boldface ends)", we have launched deep-going and sustained revolutionary mass criticism on the counter-revolutionary clique of the renegade, hidden traitor and scab liu shao-chi and his counter-revolutionary revisionist line, on the reactionary bourgeois right and extreme "left" trends of thought, on the feudal, capitalist and revisionist systems of education and the revisionist ideas in various spheres of academic learning, and on the slavish comprador philosophy and the doctrine of trailing behind at a snail's pace. the overthrown bourgeoisie will never accept its defeat; it will invariably take advantage of its influence in the ideological field and make use of the weak points in the world outlook of intellectuals to spread poison, in a vain attempt to seize back its lost "hereditary domains" and contend with the proletariat for winning over the intellectuals. some bourgeois elements openly clamour: "the working class is not capable of leadership over what is most up-to-date in science." some others, who put on an extremely "left" appearance, distort the party's policy towards the intellectuals by spreading such absurdities as "working class leadership in everything means brushing the intellectuals aside", in a vain attempt to set the intellectuals against the working class and effect a counter-seizure of power. by fully arousing the masses and relying on invincible mao tsetung thought, we have resolutely exposed and criticized the handful of class enemies for their criminal attempt to sabotage and weaken working class leadership and thus foiled their plot for restoration.

the struggle waged by the proletariat against the bourgeoisie for leadership often and in numerous cases takes the form of a struggle against the bourgeois force of habit. as the revolution in education develops in depth, the bourgeois thinking of some intellectuals constantly reveals itself in new forms. some of them declare: "you take charge politically while i take leadership in vocational work." some think that they have done well enough in receiving re-education and, so the working class is "handing the power over" to them when they are asked to play their role in vocational work. some think that they are "old hands" in transforming education and in vocational work, so the working class should "quit". others think that to bring the initiative of the original teaching staff into play is tantamount to restoring the old system. all these erroneous ideas, whether right or "left" in appearance but right in essence, are obstinate expressions of the bourgeois world outlook and are highly destructive. unless they are thoroughly criticized, the old will find its way back and be consolidated in a new-born form, working class leadership will fall away, and the revolution in education will be led onto the wrong road of reformism. practice shows that it is far more difficult to smash the old force of habit than to frustrate sabotage by a handful of class enemies.

a spiritual stronghold of reaction can only be destroyed with a spiritual weapon of revolution. only when the handful of class enemies and the old force of habit are thoroughly criticized and discredited and their poisonous influence eliminated, can it be said that they are truly overthrown

and working class leadership is fundamentally consolidated. therefore, revolutionary mass criticism is a task of strategic importance in building socialist colleges, a main subject to be learned in carrying out the revolution in education, and a powerful weapon of the proletariat in its protracted struggle against the bourgeoisie and for consolidating the dictatorship of the proletariat.

in order to keep a firm hold of the leadership in the revolution in education, the working class must fully mobilize the masses and carry out the mass line to the letter. it must resolutely implement chairman mao's policy of "(boldface begins) letting a hundred flowers blossom and a hundred schools of thought contend (boldface ends)", and give full play to proletarian democracy so as to create an atmosphere in which people dare to criticize and argue. it must rely on the activists who are determined to carry the proletarian revolution in education through to the end, boldly trust and use the great majority of the intellectuals and unite with all the forces that can be united. only in this way can we ensure all-round dictatorship by the proletariat over the bourgeoisie. failing to do this, the working class will isolate itself and working class leadership will exist only in name. like all revolutionary work, the revolution in education "(boldface begins) will turn out to be a mere formality and will fail (boldface ends)" unless the masses "(boldface begins) are conscious and willing (boldface ends)" ("the united front in culture work"). working class leadership in everything does not mean monopolizing everything, or overwhelming everything by crude methods, or placing and landing the intellectuals in a passive one-push-one-step position. relying on the revolutionary intellectuals and bringing their initiative into play will strengthen working class leadership instead of weakening it.

in order to keep a firm hold of the leadership in the revolution in education, the working class "(boldface begins) should always raise its political consciousness in the course of struggle (boldface ends)", energetically study and apply mao tsetung thought in a living way and take the lead in ideological revolutionization. this means that we should conscientiously meet the following requirements: we must resolutely carry out chairman mao's instructions and his proletarian policies, whether we understand them or for the time being do not yet understand them. we "(boldface begins) should be modest and prudent, guard against arrogance and rashness (boldface ends)". as members of the propaganda team, we should learn from those who are receiving re-education and be modest pupils to the masses so as to learn what we do not know and master the laws governing the struggle between the two classes and the two lines in the realm of culture and education. we should work hard, take part in physical labour regularly and keep in touch with the masses so that we shall always be proof against corruption. we should go deep into reality, make a good job of investigation and study, grasp the typical cases well and, with regard to the work as a whole, first grasp one third of it well and sum up the experience conscientiously. we should have the spirit of self-criticism and correct whatever mistakes we might make; this would be an expression of our loyalty to chairman mao and our determination to continue the revolution. only by doing so can the working class shoulder the great historic mission of exercising leadership in the struggle-criticism-transformation in the superstructure and ensure that the proletarian revolution in education will advance victoriously along the brilliant road of chairman mao's "may 7" directive.

keep remoulding and using the original teaching staff, form a "three-in-one" contingent of teachers

"(boldface begins) in the problem of transforming education it is the teachers who are the main problem. (boldface ends)" the formation of a contingent of proletarian teachers by combining the three forces -- the workers, peasants and soldiers; the revolutionary technicians; and members of the original teaching staff -- is vital to putting a complete end to the domination of our colleges by bourgeois intellectuals and building socialist colleges.

the worker, peasant and soldier teachers are the most vigorous and revolutionary in the teachers contingent. they are daring to blaze new trails and do away with fetishes. they have the ability to criticize. and they bring into colleges the advanced experience in production and inventions by the working people, thereby helping to strengthen the ties between colleges and factories. students say that their lectures are easy to understand and can be put to use right away. in the past year, we have selected a number of full-time or part-time teachers from among workers, peasants and soldiers in the forefront of the three great revolutionary movements of class struggle, the struggle for production and scientific experiment, and let them mature in the course of struggle and improve themselves through practice. their participation in teaching has further strengthened working class leadership in the university, effectively ensured the correct political orientation of teaching, and promoted the remoulding of intellectuals and the transformation of education. the workers, peasants and soldiers have mounted the university platform. this is a new thing which has emerged in the course of the fierce struggle between the two classes and the two lines on the educational front. a few bourgeois intellectuals adopted the attitude of "wait and see" or "laugh up the sleeve"; some even tried to palm off the feudal, capitalist and revisionist stuff on the worker, peasant and soldier teachers, saying that "you just do the blasting while i charge the hole with explosive." we waged a resolute struggle against this. in fact, the workers, peasants and soldiers know proletarian education best. their mounting the platform of socialist colleges today is historically inevitable, whereas their being barred from the old colleges in the past was a reversal of history.

the original teaching staff is an indispensable component of the "three-in-one" contingent of teachers. chairman mao points out: "(boldface begins) china needs the services of as many intellectuals as possible for the colossal task of socialist construction. (boldface ends)" ("on the correct handling of contradictions among the people") he again points out that the vast numbers of intellectuals in our country "(boldface begins) want to ... remould themselves, and they are quite capable of remoulding themselves (boldface ends)". ("speech at the chinese communist party's national conference on propaganda work") this also holds good for the teachers contingent. the bad elements and counter-revolutionaries who have wormed their way into the teachers contingent and those who would keep their thinking ossified are very small in number. therefore, while seeing that the remoulding of world outlook is a long-term and arduous task for the masses of teachers, we must at the same time recognize that they cherish a deep love for the party and chairman mao. tempered in the great proletarian cultural revolution and, particularly, re-educated under working class leadership by the workers, peasants and soldiers since july 27, 1968, the vast number of teachers have heightened their consciousness of class struggle and the struggle between the two lines. we must take their revolutionary enthusiasm

into full account. we should also apply the principle of "(boldface begins) one divides into two (boldface ends)" to their professional knowledge. we should see that their old system must be destroyed but some of their professional knowledge of the natural sciences and some of the experience they accumulated in the past still have a role to play once such knowledge and experience are placed under the leadership of the correct line and are integrated with production. china's great proletarian cultural revolution has opened the broadest horizen for bringing into full play the talent of all the intellectuals who are willing to serve the workers, peasants and soldiers. we should have faith in the tremendous power of mao tsetung thought. so long as we pay close attention to their political re-education and enable them to re-orient their professional knowledge, the majority of the original teachers are able to continue teaching and make contributions to the proletarian education and socialist culture and science. as for the very small number of teachers who are really unqualified, we should also give them a way out, educate them, allocate appropriate work to them and continue to test them.

in order to help the teachers meet the needs of socialist colleges as quickly as possible, we should persist in uniting with, educating and remoulding them while using them. those who allege that "we should not use them unless they are completely remoulded" in fact fail to see the revolutionary enthusiasm of the intellectuals and the protractedness of their remoulding. in his brilliant "talks at the yenan forum on literature and art", chairman mao teaches: "(boldface begins) this question of 'for whom?' is fundamental; it is a question of principle. (boldface ends)" following this teaching, we concentrated on solving the question of "whom to serve and how to serve?" among the teachers. in view of their weak points of divorcing from proletarian politics, from the worker and peasant masses and from production over a long time, we organized large numbers of teachers to temper themselves in the three great revolutionary movements. we organized them to set up experimental farms, go and work in different factories according to their specialities, take part in physical labour in turn, engage in the transformation of education, and remould their ideology under relatively difficult conditions. intellectuals often reveal their world outlook in their attitude towards professional knowledge. we must thoroughly transform each and every professional field. participation in the struggle of the three great revolutionary movements inevitably clashes with the old ideas which have taken root in the innermost being of some of the teachers, such as "knowledge is private", "theory is above everything else", "the slavish comprador ideology of trailing behind at a snail's pace" and "seek for personal fame and fortune". this helps to accelerate the remoulding of their ideology.

the thoroughgoing change in the world outlook of intellectuals cannot be completed spontaneously. the change in environments only provides conditions for their remoulding. proceeding from the principle of being firm, strict and meticulous, we should re-educate them according to the ideological problems current in their minds, use the advanced typical cases among them to educate them and encourage them to revolutionize their thinking of their own accord. as regards their ideological vacillation and reversals, we should guide them forward, do patient and earnest ideological-political work and firmly grasp the remoulding of their world outlook. at the same time we should make appropriate and reasoned criticism of their wrong ideas so as to correct them.

"(boldface begins) a correct policy towards the intellectuals is an important prerequisite for victory in the revolution. (boldface ends)" ("recruit large numbers of intellectuals") in order to effectively bring into play the revolutionary initiative of the vast number of teachers under working class leadership, encourage their revolutionary spirit of daring to think, speak, act and break through in the interest of the proletarian revolution in education, and be bold in carrying on the educational revolution, we must pay attention to correctly handling the following questions in our work:

one. draw a distinction between those who take an active part in the educational revolution but are still fettered ideologically by old conventions and are still somewhat divorced from proletarian politics, from the worker and peasant masses and from production on the one hand and those who cling to the beaten track on the other.

two. draw a distinction between those who earnestly want to integrate with the workers, peasants and soldiers but hold differing views from worker comrades on certain specific problems in transforming education on the one hand and those who refuse to be re-educated and boycott working class leadership on the other.

three. draw a distinction between those who, with problems in transforming education or in technical innovations, actively delve into professional work and consult relevant chinese and foreign books and reference material on the one hand and those who are divorced from proletarian politics, put theory above everything else, worship things foreign and attempt to restore the old on the other.

four. draw a distinction between those who, in order to change the backward state of things and fill certain blanks, analytically and discriminatingly learn what we do not know or do not have from other parts of the country or abroad on the one hand and those who are obsessed with the slavish comprador ideology of trailing behind at a snail's pace on the other.

we need not worry even if there are a small number of people who refuse to be re-educated and cling to the beaten track. class struggle is protracted and such people invariably exist. all we need is to carry on deepgoing criticism of their old ideas, and pay close attention to educating and remoulding them in the course of the educational revolution.

five. as for people whose political questions in the past have been examined and verified, we should enlist them in the educational revolution on the merit of each case and their present-day behaviour, and educate and remould them while using them.

six. as regards people whose cases are handled in the manner of handling contradictions among the people, we should stick to the methods for resolving such contradictions and treat them correctly. as for those bourgeois reactionary academic authorities who show some changes after being criticized by the masses, we should keep helping them join the revolutionary masses in criticizing the revisionist educational line and the feudal, capitalist and revisionist academic thinking and urge them to revolutionize their thinking of their own accord. at the same time, attention should be paid to bringing into play their "specific skills" in serving socialist construction.

seven. in transforming education, it is "(boldface begins) necessary to be careful (boldface ends) about certain

concrete questions of right and wrong in the natural sciences, "(boldface begins) to encourage free discussion and avoid hasty conclusions (boldface ends)", ("on the correct handling of contradictions among the people") and to abide by the objective laws. these questions should be settled through practice.

the mental outlook of the vast number of teachers has changed still further in the course of their taking part in the educational revolution. re-education by the workers, peasants and soldiers has become the conscious demand of many people. they warm-heartedly serve the workers, peasants and soldiers, and some even have made inventions and innovations. the workers, peasants and soldiers share the view: "in the past these intellectuals did not think the same way as we do and we could hardly enter into a chat with them. but now they are close to us in heart and we often chat like bosom friends." the teachers profoundly feel that re-education embodies chairman mao's greatest care for them. they are resolved to remain pupils to the workers, peasants and soldiers all their lives and be loyal to the party's educational cause forever.

old teachers who lived through the old society have also made big progress. many of them are playing an active role in the educational revolution. a certain professor thought that there was no need to make any alternation to a textbook he had compiled, which had been widely used in the country, saying that the book "can be used right away once it is taken from the shelf and given a dusting." we let him join an educational revolution detachment. taking into account the problems that cropped up while he was teaching worker students, we promptly guided him to join the masses in criticizing the feudal, capitalist and revisionist systems of education, and conducted careful ideological and political work on him. all this has made him gradually come to understand that "my old textbook which values theory above everything else and turns simple matters into mysteries, goes a long way from the need of the workers, peasants and soldiers. it won't do just to give it a dusting or re-dressing. it must be thoroughly revised." later, in the course of solving a major technical problem for a factory, he and some other revolutionary teachers and students learned from the workers, raised their own political consciousness and achieved success in co-operation with the workers. they were praised by the workers.

the revolutionary intellectuals who are armed with mao tsetung thought and who integrate with the workers, peasants and soldiers, are an important revolutionary force. a "three-in-one" contingent of teachers shaped according to the image of the proletariat is now growing up.

establish a new, "three-in-one" system combining teaching, scientific research and production by running the university in an open-door way, linking it with factories, having it run its own factories and making factories guide its specialities

the establishment of a new, proletarian educational system is not merely a change in organization but a revolution aimed at implementing in an all-round way the principle "(boldface begins) education must serve proletarian politics and be combined with productive labour (boldface ends)".

whether the university closely links itself with social practice and is run in an open-door way is a question of

principle, a question of what banner it upholds, what road it follows and what orientation it adheres to. the counter-revolutionary revisionist chiang nan-hsiang openly opposed the students' taking part in class struggle and the struggle for production, clamouring that "tsinghua university is a cradle for engineers" and "fighters in the three great revolutionary movements can be trained in laboratories". this prevented many teachers and students from seeing how the workers work and how the peasants farm and also did much harm to their health. as a result, the university was sliding farther and farther down the revisionist road and the more the students studied the more stupid they became. the propaganda team has led the teachers and students in penetratingly criticizing this revisionist line for running schools and colleges and helped them resolutely take the road indicated by chairman mao's "may 7" directive. they have run an experimental farm and gone to factories, construction sites, the countryside and army units to participate in class struggle, the struggle for production and scientific experiment, thus making extensive contacts with society. they have engaged in educational revolution in various ways, such as participating in industrial and agricultural production, running full-time, part-time or spare-time college courses for workers and short-term training courses and undertaking technical innovations, scientific research and social investigation. the proletarian revolution in education is a deep-going socialist revolution of a mass character. it cannot be accomplished well without the participation of the masses and the support of the leadership of various departments at all levels. running the university in an open-door way, linking it with factories and running it in the midst of society as a whole, and making the popularization and the raising of standards of culture give a great impetus to industrial and agricultural production -- all this fundamentally puts an end to the state of "three divorces" which made the old university secluded from the outside world and very uninformed. it brings the university in close touch with society and enables intellectuals to make wider contacts with the workers, peasants and soldiers, take an active part in social practice and receive re-education, thus speeding up the remoulding of their own world outlook. the teachers and students say with deep feeling: "we read books behind closed doors in the past and the engineers' cradle rocked us dizzy and made us lose our bearings. now that the university is run in an open-door way, the three great revolutionary movements have made us see our road clearly and steeled our loyalty to the revolution." technical innovations and inventions in production outside the university have kept enriching and renewing the contents of teaching and given university education great vitality while teaching and the fruits of scientific research in the university directly serve socialist construction and promote production. linking the university with factories has opened up broad, new vistas for the educational revolution and we must persist in doing so.

"(boldface begins) schools and colleges should run factories. (boldface ends)" this is a great and wise policy of chairman mao. it will not do if the students only have book knowledge and do not take part in labour. "(boldface begins) besides meeting the needs of teaching and scientific research, all laboratories and affiliated workshops of engineering colleges which can undertake production tasks should do so to the best of their capability. (boldface ends)" this is the guiding thinking for schools and colleges to run factories. in the process of running factories there has been a fierce struggle between the two lines and two ideologies. we criticized the bourgeois style of seeking ostentation and things foreign and relying solely on the state and criticized the wrong idea of divorcing teaching from production and the fallacious view that "production

is everything". we resolutely carried out chairman mao's principles of "(boldface begins) self-reliance (boldface ends)" "(boldface begins) hard struggle (boldface ends)", and "(boldface begins) do away with all fetishes and superstitions and emancipate the mind (boldface ends)" and persisted in giving prominence to proletarian politics, implementing the principle "(boldface begins) the main task is to study (boldface ends)", and putting the training of people first. in conformity with the needs of socialist construction and teaching and with a view to mutual promotion among the development of the specialities, we made full use of available equipment and other facilities, used simple and indigenous methods and relied on ourselves to set up a number of small and medium-sized factories which can promote various specialities, including a precision machine tool plant, an experimental multi-purpose eletronics factory and a motor vehicle plant which accept some state assignments of scientific research and production. the experimental multi-purpose electronics factory, for instance, was built on the basis of a laboratory by making use of the old equipment and making some new pieces. it has stimulated automatic control, radio technology, electronic computer technology and other specialities and turns out a wide range of electronic products. in working out plans, a college-run factory should take into consideration the needs of teaching and see to it that there is enough leeway. the products it chooses to manufacture should be typical, varied and of advanced standards. they should be products which industry and national defence urgently need and should at the same time meet the needs of teaching of specialities; there should be a certain degree of serial-production, and in the meantime energetic efforts should be made to conduct research and trial-production and constantly introduce new techniques.

in the light of the development of industrial and agricultural production and science and technology as well as the needs for catching up with and surpassing advanced world levels, we set out to transform the old university system by running factories and establishing ties with factories. we broke the barriers of faculties set in the past, merging some faculties and adding new ones. on the basis of their relations with scientific research and production, the specialities are placed under the related systems of university-run factories, research institutions or university-factory links, so that the specialities are guided by factories. at the same time, we set out to build up a contingent in basic theory. the grassroots units in the new system are specialised teams composed of workers, students and teachers. university-run factories exercise unified leadership and make overall planning for teaching, scientific research and production. in this way what was purely a teaching unit divorced from proletarian politics, from the masses and from practice and dominated by bourgeois intellectuals, has become a base for teaching and learning where the workers, peasants and soldiers are the main force and where teaching, scientific research and production are combined. for examole, the teachers and students of the metal-forming speciality took part in labour in the forging and pressing workshop of the motor vehicle plant. they combined their study of "forging technology" and other courses with the processing of various forged pieces for motor vehicles, mastering production skills as well as scientific theory. the advantages of such practice are: the workers take a direct part in every aspect of the teaching, thereby strengthening working class leadership in the university; the teachers not only give lectures but also participate in production, thereby facilitating the ideological remoulding of intellectuals; the students do their studies while taking part in production, thereby ensuring that education is combined with productive labour.

scientific experiment is an important task that universities of science and engineering must shoulder. while running factories, we have accelerated the reform and construction of the laboratories. linking the university-run factories and laboratories with society, we have turned the university into an important base for training the students' ability in scientific experiment, energetically conducting scientific researches, scaling pinnacles of technology, creating new technological processes and manufacturing new products, probing new theories and catching up with and surpassing advanced world standards.

in line with the peculiarities of different specialities, most of our specialities use our university-run factories as the main base; some others take outside factories as their main base; and still others in the main use the laboratories to conduct teaching along with scientific research. nevertheless, university-run factories and laboratories cannot take the place of the links between the university and factories. all specialities must closely combine these three forms and, in particular, the university must face the society and link itself with factories outside.

over the past year and more, through running the university in an open-door way, linking it with factories, having it run its own factories and making factories guide its specialities, we have trained a contingent of technicians of the working class, completed some items of technical innovations and scientific research and trial-manufactured and made some products urgently needed in china's industry and national defence.

to train worker, peasant and soldier students it is imperative to persist in taking class struggle as the main course and adhere to the unity of theory and practice

the question of training and bringing up new proletarian intellectuals is a question of fundamental importance to the consolidation of the dictatorship of the proletariat for a hundred years and the fundamental task of a socialist university. in line with chairman mao's teaching "(boldface begins) students should be selected from among workers and peasants with practical experience, and they should return to production after a few years' study (boldface ends)", we have, since march last year, enrolled nearly 600 worker, peasant and soldier students with practical experience, run various experimental classes of different specializations and begun work in selecting and training these students. according to our plan, the university will have 2,500 new students this year. at present, 800 have already been enrolled.

as soon as they entered school, the worker, peasant and soldier students put forward a resounding slogan: "we study in the university, administer it and transform it with mao tsetung thought". actively plunging into the battle of revolution in education, they, together with the teachers, staff members and workers of the university, established bases of the three-in-one combination of teaching, scientific research and production. at the same time, together with the teachers, they worked out teaching plans and edited new teaching material. all this has greatly promoted the revolution in education. how to train such a brand-new revolutionary force, to train every student into (boldface begins) a worker with both socialist consciousness and culture (boldface ends) ("on the correct handling of contradictions among the people") is a new subject for us.

whether or not we persist in taking the political education as the key link in the whole education for worker, peasant and soldier students is a question of whether or not we implement the proletarian educational line. when the experimental classes started, some people thought: "since worker, peasant and soldier students have high political consciousness, it is no longer necessary for the school to change their ideology." some teachers thought that they themselves "are persons that need re-education and therefore are not in a position to change the students' ideology." thus a few individuals considered that their task was solely to teach mathematics, physics and chemistry, and that they could afford to ignore ideological revolutionization. on the other hand, some students had the idea that they were "born red", so they had the mistaken thinking that they "enter the school for vocational training and will make up for the loss in politics after returning to the original places". we organized them to study in a deep-going way chairman mao's great teachings (boldface begins) politics is the commander, the soul in everything (boldface ends) and "(boldface begins) in all its work the school should aim at transforming the students' ideology (boldface ends)", and, combining the study with the education on the struggles between the two classes and the two lines on the cultural and educational fronts, we vigorously grasped the remoulding of their world outlook. all this made the students come to understand: class struggle in the political and ideological fields will never stop and class struggle in society will inevitably be reflected in the ranks of workers, peasants and soldiers. the surviving poisonous influence of "study in order to become officials", "theory above everything", purely vocational viewpoint and other bourgeois ideology is always ready to contaminate the worker, peasant and soldier students, the young students in particular. if we lose sight of this and relax political and ideological education, there is a danger that the worker, peasant and soldier students too may be corrupted by the bourgeoisie. in all its work and lessons, if a school is not educating students with proletarian ideology, it is poisoning them with bourgeois ideology. there has never been the case in which "one is imparting book knowledge alone and not educating the persons". by teaching only vocational knowledge and ignoring politics, a teacher will inevitably lead students to the bourgeois road. the original teachers must not only make efforts to remould their own ideology and change their own stand and feelings, but must at the same time do their utmost to put mao tsetung thought in command of their teaching and boldly undertake the task of propagating mao tsetung thought. they said: "our participation in the work of changing the students' ideology is a responsibility entrusted to us by the proletarian revolutionary cause, and it is also a higher and more strict demand we set ourselves in receiving re-education by workers, peasants and soldiers."

persisting in taking the class struggle as the main subject, and enjoining the students to measure up to the five requirements for successors to the revolutionary cause of the proletariat put forward by chairman mao, we have instilled mao tsetung thought into them and taken the constant raising of the students' consciousness of continuing the revolution under the dictatorship of the proletariat as the primary task of the school. we have resolutely carried out chairman mao's instruction "(boldface begins) the same holds good for the students too. while their main task is to study, they should also learn other things, that is to say, they should not only learn book knowledge, they should also learn industrial production, agricultural production and military affairs.

they also should criticize and repudiate the bourgeoisie. (boldface ends)". thus we have insisted on learning from the people's liberation army, constantly participated in industrial and agricultural production, and continuously fought self, criticized revisionism and criticized the bourgeoisie with class struggle as the key link. in this way, although the worker, peasant and soldier students spent most of their time in participating in the activities of vocational teaching and studying, they gave prominence to proletarian politics all the time, steadily raised their consciousness of continuing the revolution and were able to "(boldface begins) develop morally, intellectually and physically (boldface ends)" ("on the correct handling of contradictions among the people"). although the environments have changed, their fine qualities as ordinary labouring people have not changed; their level of technical knowledge has been raised while their style of integrating theory with practice has not changed; their working ability has been improved while their modest and prudent attitude has not changed.

in order to train workers serving the socialist cause who have both scientific theory and practical experience, the colleges of science and engineering must in the vocational field enable the worker, peasant and soldier students to solve current problems arising in practical production and to undertake the tasks of designing and scientific research to meet the needs of the scientific and technical development of our country. to achieve this aim, it is imperative to oppose the tendencies towards dogmatism and empiricism, persist in integrating theory with practice and train the students' ability to analyze and solve problems.

while in school, the worker, peasant and soldier students must give emphasis to the study of theory. this is because "(boldface begins) perception only solves the problem of phenomena; theory alone can solve the problem of essence. (boldface ends)" ("on practice") renunciation of theoretical study is wrong. "(boldface begins) marxism emphasizes the importance of theory precisely and only because it can guide action. (boldface ends)" ("on practice") all theories originate from practice and in turn serve practice. therefore, teaching in school can in no way be separated from practice. the practical experience of worker, peasant and soldier students can not entirely take the place of the practical basis of teaching. it must be constantly enriched and developed in the course of teaching. in some experimental classes, we corrected the mistaken idea that "the worker, peasant and soldier students have practical experience so they can study theory alone". we see to it that the teaching contents and the process of teaching are at all times closely combined with practice, applying theory in the course of practice, that teaching effect is being directly tested by practice, and that the students not only can understand the world but are able to "(boldface begins) apply the knowledge of these laws actively to change the world. (boldface ends)" ("on practice") for example, in a short-term training class on a special item, the students studied courses of "electronic technique" and "tele-communications technique" in combination with the research and manufacture of a certain advanced tele-communications machine. in the course of only half a year, the students who had had only junior middle school education learned the rudiments of basic theory and, together with the original teachers and students, manufactured a tele-communications equipment of advanced international level by applying the knowledge they have grasped. this throws into the shade those students in the past who "leaving the middle schools, directly enter the universities". practice proves that in carrying out the proletarian teaching policy,

it is only by opposing the "left" and right tendencies that the unity of theory and practice can be really achieved.

students to be enrolled by colleges of science and engineering should chiefly be workers, peasants (attention be paid to enrolling those educated young people who have settled in the countryside or who have returned to their home villages to take part in physical labour), the liberation armymen and young cadres, activists who have come forward in the course of the three great revolutionary movements of class struggle, the struggle for production and scientific experiment, who in general have three years or more of practical experience, are about 20 years old and whose educational level corresponds to that of junior or senior middle school training. veteran workers and poor and lower-middle peasants who have abundant practical experience will be enrolled without qualifications on ages and educational level. shouldering the tasks of training from among workers engineers and technicians and scientific researchers and doing some popularization work, the colleges of science and engineering, apart from running 2 or 3 year-system ordinary classes and advanced classes of around one year within or outside the colleges, must also run scientific research classes, spare-time university classes and short-term training classes on special subjects within or outside the colleges in various forms. in this way, higher education is emancipated from the original universities.

destroy slavish comprador philosophy and doctrine of trailing behind at a snail's pace, compile new proletarian teaching material

the transformation of teaching material is a serious political struggle. it is a question of vital importance to the bringing up of a generation of new people. the slavish comprador philosophy and the doctrine of trailing behind at a snail's pace constitute the very core of the old system of the teaching material for colleges of science and engineering. they pervade every line of the teaching material. till this day, they are still the spiritual yoke shackling a small number of intellectuals. thus, the destruction of the slavish comprador philosophy and the doctrine of trailing behind at a snail's pace is the key link in thoroughly transforming the teaching material.

"(boldface begins) a given culture is the ideological reflection of the politics and economics of a given society (boldface ends)." ("on new democracy") though they deals with natural sciences, the textbooks in science and engineering in the imperialist and social-imperialist countries are stamped with the brand of exploiting classes, because they are a summing-up of the development of science and technology according to the bourgeois world outlook to meet their needs in politics, economy and military affairs. liu shao-chi and company frantically advocated the slavish comprador philosophy and the doctrine of trailing behind at a snail's pace and introduced this stuff intact into china. in this way, they allowed the foreign bourgeoisie to continue their dictatorship over the chinese people through the old textbooks. take a series of old textbooks on electronics for example. the much advertised "compact" system for subjects in this branch of learning is nothing but an epitome of the development of electronics in the capitalist society. however, the textbooks claim that this system is an eternal and immutable truth and if one is to develop electronics industry and master electronics technology one can only trail along this old road at a snail's pace. this fully reveals the enslaving character and backwardness of the old teaching material. the old

teaching material reverses history, plagiarizes inventions and creations by the labouring people and advertises "experts above everybody else" to serve the interests of the bourgeoisie in monopolizing science and technology; it advertises "theory above everything" and commercializes education by turning simple matters into mysteries and forcing up prices to serve the interests of the bourgeois intellectuals in ruling schools; it advertises that "material and technical conditions decide everything", denies that first place must be given to human factor and stifles the infinite creativeness of the masses. such old teaching material had seriously poisoned many intellectuals and young students and was in sharp contradiction to china's socialist politics and economy. it must be thoroughly transformed. patchwork changes in a reformist way absolutely won't do.

the transformation of the teaching material is a deep-going ideological revolution. it is imperative to attach great importance to changing the stand and feelings of the teachers so as to help them move their feet over to the side of the proletariat and solve the question of for whom to write and how to write textbooks. the propaganda team led the teachers and students in going to the three great revolutionary movements of class struggle, the struggle for production and scientific experiment, organized teaching material compiling groups composed of workers, poor and lower-middle peasants, red guards and teachers, launched revolutionary mass criticism and took the compiling of teaching material as part of the living study and application of mao tsetung thought and of deep-going re-education of the intellectuals. people came to realize that it is a manifestation of slavish ideology to preserve intact the old system of the teaching material for science and engineering. one who divorces himself from the labouring people is bound to show worship and servility to things foreign; one who refuses to remould his idealist and metaphysical world outlook is bound to trail behind foreigners at a snail's pace. chairman mao long ago pointed out: "(boldface begins) in its spiritual aspect, this culture of the chinese people already stands higher than any in the capitalist world (boldface ends)." ("bankruptcy of idealist conception of history") in science and technology, china has also performed many wonders, leaving the western bourgeoisie hopelessly behind. by consciously realizing and bringing into full play these superiorities we will be able to enter upon a new phase in transforming the teaching material in a manner of pressing on irresistibly from a commanding height.

we deeply recognize that invincible mao tsetung thought is our most fundamental ideological weapon in compiling new teaching material. the needs of the workers, peasants and soldiers are our point of departure in the work and the practice in the three great revolutionary movements is the source of our new teaching material.

"(boldface begins) the teaching material should be thoroughly transformed, in some cases beginning with simplifying complicated material (boldface ends)." this is a complicated and hard task. it requires us to have both revolutionary enthusiasm and scientific approach, strive to put politics in command of professional work, scientifically analyse and penetrating, expound the laws of natural sciences in the light of dialectical materialism and adhere to the principles of integrating theory with practice and of being condensed and concentrated, thus making the teaching material revolutionary, practical and advanced.

as for the present old teaching material and the scientific and technical achievements of foreign countries, we have kept to the principle of critically taking-over and to the policies of "(boldface begins) making the past serve the present and foreign things serve china (boldface ends)" and "(boldface begins) weeding through the old to bring forth the new (boldface ends)". in criticizing the system of the old teaching material as a whole, we laid stress on which line it was guided by, which class it served and which world outlook ran through it, instead of simply negating its specific content of natural sciences. as for the useful part, we did not just take it over and apply it, but checked it with a critical eye and took over what was scientific, discarding the dross and selecting the essential, eliminating the false and retaining the true. we divided "higher mathematics" which bourgeois experts lauded as being "tested and flawless" into the essential and the dross, criticizing its idealistic and metaphysical "axiomatized" system while assimilating those useful theorems and formulae. for instance, proceeding from productive activities and taking as clue the struggle, development and transformation of the differential and integral, the two aspects of a contradiction, we created a new system and compiled new teaching material on "calculus". in the past, the concepts of differential and integral calculus were derived from piles of axioms and theorems and were very mysterious and unfathomable. now the concepts are illustrated by familiar instances in production. for instance, when a bench worker processes a metal piece into a round shape with a file, every single movement forms a short straight line and finally the lines combined result in curves. this process of turning a whole into parts and parts into a whole vividly presents the concepts of differential and integral calculus. worker students commented after studying: "after all, there's nothing mysterious about calculus. a mere file pierces the myth. higher mathematics comes back into the hands of us labouring people."

in transforming the teaching material, we must also proceed from china's realities, warm-heartedly and conscientiously sum up the inventions and creations by the workers, peasants and soldiers, put forward new topics and make new generalizations. textbooks on water conservancy, chinese or foreign, used to describe mountain torrents as being utterly harmful and without any benefit. the poor and lower-middle peasants in the changchiakou area, bringing into full play the superiority of the people's communes, fought against nature, approached mountain torrents in the principle of one dividing into two and created valuable experience of leading silt-laden mountain torrents to enrich farmland, thus turning harm into benefit. the revolutionary teachers and students of an educational revolution detachment who took part in the fight compiled a new textbook "leading silt-laden mountain torrents to improve farmland" together with the local poor and lower-middle peasants. the peasants said: "from this book we learn the ways to conquer floods. what is more, we learn chairman mao's revolutionary dialectics. it boosts the morale of the labouring people and deflates the arrogance of the bourgeoisie."

the transformation of the teaching material is a long-term task and cannot be accomplished once and for all. we should further revise the teaching material in the course of teaching -- constantly summing up, filling out, raising the level and renewing -- so that it can keep pace with and actively promote the rapid development of the cause of socialism.

practise new teaching methods in combination with the tasks of production and scientific research and by keeping to the mass line

chairman mao teaches us: "(boldface begins) in the great proletarian cultural revolution a most important task is to transform the old educational system and the old principles and methods of teaching (boldface ends)." teaching methods are definitely not only a question of specific methods, but, what is more important, are a question of principle, a question of organizing teaching according to which class' theory of knowledge and methodology. the bourgeois teaching methods centre on books and teachers and divorce theory from practice. the teacher stuffs the students up with his lecture throughout the class while the students have to follow him mechanically. these methods completely violate the law of knowing the truth and they can only bring up bookworms who divorce themselves from proletarian politics, from the worker and peasant masses and from production. when we began to carry out transformation in education at selected spots, because the old teaching methods had not been completely done away with, some teachers never parted with their books and mouthed formulae and whole sets of theories which had nothing to do with practice. although they prepared lessons assiduously, gave lectures enthusiastically and coached the students patiently, the worker students were still not satisfied. practice made us realize that without thoroughly transforming the old teaching methods, it would remain an empty talk for a school to accomplish the task of training intellectuals of the proletariat.

in line with chairman mao's teachings "(boldface begins) uniting theory and practice (boldface ends)", "(boldface begins) the standpoint of practice is the primary and basic standpoint in the dialectical-materialist theory of knowledge (boldface ends)" and "(boldface begins) practice, knowledge, again practice, and again knowledge (boldface ends)", and in conformity with the characteristics of the worker, peasant and soldier students, we applied the teaching method of going from the shallower to the deeper step by step, in combination with typical projects, products, technological processes and technical innovations in the tasks of production and scientific research. we correctly handled the relations between giving prominence to the key points, studying first what must be urgently applied and learning while doing on the one hand and systematic teaching on the other, between the specific and the general and between the basic courses and specialized courses.

the integration of learning while doing with systematic teaching broke down the former teaching system which was scholastic and multifarious, going from theory to theory. at the same time, it conforms with systematization and consistency, characteristics of the natural sciences. we divided the entire teaching process into several stages according to the typical tasks of different types to be accomplished. theoretical courses were arranged in a planned way to fit in with the different stages for a systematic study, in accordance with the principle of going from the shallower to the deeper and from the easier to the more difficult. we applied the flexible methods such as the "interlaced study" and "concentrated study" to conform with different circumstances. in one period, we engaged ourselves mainly in fulfilling our tasks in production and scientific research, and we applied the method of doing while learning in a planned way and made a penetrating study of the typical objects so as to infer from these. in another period, we mainly conducted theoretical teaching to raise,

on the basis of the students' rich perceptual knowledge, their theoretical level, closely linking theory with practice and making study serve practical purposes. in the process of teaching, necessary check-ups should be carried out. attention should be paid to promoting self-study and raising the ability to do scientific research, and importance should be attached to practising again under the guidance of theory.

the aim of integrating teaching with typical tasks is to grasp general laws through "dissecting a sparrow". in fact, every typical task has both its universality and particularity, universality residing in particularity. therefore, we should on the one hand see to it that the typical tasks are properly selected, and on the other hand, pay attention to generalization and elevation on the basis of "dissecting a sparrow", advancing from the particular to the general and from practice to theory. according to our practical experience in transforming education, we hold that in selecting typical tasks we should strive to observe the following principles: giving prominence to proletarian politics, serving the practice of the three revolutionary movements and embodying the key links in our country's present scientific research and production as well as the orientation of technical development; helping develop the main contents of specialized courses and illustrate general laws; and conforming with the process of cognition of going from the shallower to the deeper. the requirements for the professional training will be met through completing several typical tasks, from the simpler to the more complicated.

the integration of teaching with typical tasks did away with the clear dividing line between the basic courses and the specialized courses. the basic courses should be closely integrated with practice, keeping to the point. some can be given together with specialized courses and form with them new courses according to need. as for those basic courses which are of greater use for the study of advanced courses and the lack of which makes advanced learning impossible, they should remain as separate courses.

the method of integrating teaching with typical tasks step by step is a fairly good method for solving the contradictions between the comprehensiveness of production and specialization in teaching, between the limitation of the typical tasks and the all-round requirements set for teaching. it integrates studying with applying, practice with creation, the selected spots with the area as a whole, the learning of book knowledge with the learning of industrial production. thus the principle of condensed and concentrated teaching is realized, with the courses greatly reduced and simplified and schooling shortened.

in applying this new teaching method, it is essential to adhere to the mass line of "(boldface begins) from the masses, to the masses (boldface ends)" in teaching. the teacher should serve the students. his role is to help raise the ability of the students to think for themselves, to study problems and to practise. for this reason, the teacher should learn from the students and make investigations among them. with their high consciousness of class struggle and the struggle between the two lines, the worker, peasant and soldier students have the ability to make sharp criticism and possess rich practical experience. coming into contact with teaching, they would immediately discern the influence of feudalism, capitalism and revisionism and the habitual force of right deviation, conservatism and of keeping to the old track. they made a sharp contrast

between the school and society. by comparison and discernment, they strongly criticized the slavish comprador ideology of trailing behind at a snail's pace, which had dominated the cultural and educational front for a long time. in view of this, we started vigorous activities in line with the principle "(boldface begins) officers teach soldiers, soldiers teach officers and soldiers teach each other (boldface ends)". those who knew more acted as teachers and all taught and learned from one another. the teaching method of elicitation and discussion was introduced and it brought into full play the initiative and creativeness of the worker, peasant and soldier students and helped establish new relations between teachers and students. in an experimental class, after the teacher lectured on the basic principles regarding tolerance on fit in relation to the design of a certain equipment, the worker students eagerly voiced their opinions and the class was alive. the students who had been turners analyzed the influence of materials and processing conditions on tolerance; the former bench workers explained the tolerance allowed by fitting conditions. the heated discussion not only made the principles clear to all, but also brought about many suggestions to improve the design. this fully demonstrated the superiority of the new teaching method.

our great leader chairman mao teaches us: "(boldface begins) china ought to make a greater contribution to humanity (boldface ends)." the great task of thoroughly transforming the old educational system and creating an educational system of the proletariat, brand-new in the history of mankind, gloriously falls on the chinese working class, poor and lower-middle peasants and revolutionary intellectuals. the revolution in education is a hard struggle. "(boldface begins) we are confronted with many strenuous tasks and our experience is far from being adequate. so we must be good at studying (boldface ends)." we are determined to hold aloft the great red banner of mao tsetung thought, strengthen party leadership, resolutely accomplish all the fighting tasks set by the ninth party congress, do a still better job in the living study and application of chairman mao's thinking on the revolution in education, carry the revolution in education through to the end and strive to build a socialist university of science and engineering.

Summary of Forum on Revolution in Education in Shanghai Colleges of Science and Engineering

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

A forum on revolution in education in Shanghai's colleges of science and engineering was convened by Comrades Chang Ch'un-ch'iao and Yao Wen-yuan on June 2, 1970.

Participating in the forum are 19 comrades from various units. They are leading members, teachers and students from the "May 7" commune of T'ung-chi University, Futan University, Chiao-t'ung University, the Shanghai University of Science and Technology, the Shanghai Mechanical Engineering, the Shanghai Engineering Institute, the Shanghai Part-time Work Party-time Study Teachers College, the East China Chemical Engineering Institute and the "July 21" Workers College Affliated to the Shanghai Machine Tools Plant. Comrade Hsu Ching-hsien and Ma T'ien-shui, Vice Chairmen of the Shanghai Municipal Revolutionary Committee, and Chu Yung-chia, member of the Standing Committee of the Municipal Revolutionary Committee, also took part in the forum.

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yao wen-yuan: we call a forum on the revolution in education in colleges of science and engineering today to discuss two problems.

one problem is that the workers and people's liberation army mao tsetung thought propaganda team in tsinghua university has written a summing-up on the revolution in education. in a fairly comprehensive manner this document sums up some of the team's experience in carrying out chairman mao's theory on the proletarian revolution in education, and raises a number of policy questions. the essence is how to "(boldface begins) take the road of the shanghai machine tools plant in training technicians from among the workers (boldface ends)", how to run socialist colleges of science and engineering well. this document is not finalized yet. please read it and give your opinions. what do you think about it? any suggestions? what changes should be made? this is the main thing we want to discuss today.

another problem. comrades present who are engaging in the educational revolution in colleges of science and engineering and comrades from the shanghai machine tools plant, please tell us how you have carried out chairman mao's proletarian line, principles and policies on the revolution in education. especially after chairman mao called on us to take the road of the shanghai machine tools plant, what experience have you gained and what have you learned in your practice in the educational revolution, and what problems do you want to bring up for discussion and study?

everyone can see clearly that a tremendous upsurge is rising in the socialist revolution and socialist construction as a result of the great proletarian cultural revolution, the struggle-criticism-transformation movement (this work is not completed yet and has to be continued) and the unfolding of deep-going and sustained revolutionary mass criticism. the revolution in the superstructure has consolidated the dictatorship of the proletariat, strengthened the socialist economic base, brought into play the initiative of the masses of the workers, peasants and other working people, and given an impetus to the socialist productive forces. on the other hand, the consolidation of the socialist economic base and the expansion of the productive forces are bound to spur on the revolution in the superstructure, especially the revolution in culture, including the revolution in education. in this respect, the revolution in colleges of science and engineering is of vital importance. signs of such a trend can be seen now. nearly two years have elapsed since chairman mao specially summed up the road of the shanghai machine tools plant and issued a specific instruction in 1964 on how to run colleges of science and engineering. how has this been carried out? we hope you will give your views in connection with this document.

present here are comrades from the "may 7" commune of tungchi university and comrades from futan university, chiaotung university and other universities and colleges, as well as comrades from the shanghai machine tools plant. comrade wang tseng-jung was a 1964 graduate from the machine-building department of tsinghua university and came to the machine tools plant in 1968. now, who'll speak first?

cheng shih-yi (secretary of the general party branch of the "may 7" commune of tungchi university): i've read the document of tsinghua university and think it is an all-round summing-up. we've learned a great deal and it provides us with food for thought in many aspects. now let me talk about the problems we've encountered and the work we've done.

as regards the remoulding of teachers, the document of tsinghua university proposes to keep remoulding and using them at the same time. we've had some experience in this respect too. we think it's better to use the teachers while remoulding them. this makes it easier to find out their problems and help raise their level. for example, we began running a worker-peasant class in building construction in the second half of last year. we assigned an associate professor to teach there. at first we thought we had done a pretty good job of criticizing him ideologically. we let him go with us to the building site and he acted all right. but as soon as he lectured he produced the old stuff again and took the beaten track. when lecturing on designing, he started with how to sharpen pencils and how to use erasers. we criticized such old ways of his. he said: "i've already omitted lots of teaching contents." we all criticized him for omitting what should be dealt with, while dwelling on what should be omitted. he lectured too much on trivial things and wasted time. we repeatedly helped him recognize his fault and he improved a great deal. for instance, there was a shortage of bricks at the work-site for building houses. pooling their efforts, he and the workers devised many methods to use locally available pebbles to make blocks as substitutes for bricks. at the same time the blocks made of pebbles can replace timber forms for pouring concrete beams and columns. beams could be made of timber and cement.

chang chun-chiao: how many teachers do you have now? wasn't it true that at the very beginning you weren't inclined to use old teachers?

kuo pei-chang (a teacher and member of the general party branch of the "may 7" commune of tungchi university): a group of teachers have gone to our place; now we've 45 teachers, including political teachers. we recently ran a class in which the teachers discussed how to draw up a teaching plan. in the course of the discussion, the teachers' old ideology revealed itself.

cheng shih-yi: the moment we discussed specific questions, teaching materials and teaching plans, their ideological problems were exposed. comrades in the worker-peasant class were of the opinion that only by making contact with practice was it easy to grasp what they learned. though some of the old teachers preferred to link theory with practice, as soon as they drew up a teaching plan they suggested that the students studied basic knowledge in the first year and did designing in the second. they argued that only after learning theoretical knowledge could a student learn to design. we consulted the students and they all held that theory must be linked with practice right from the first year so that they could really learn something. some students already worked on designing but an old teacher did not believe in this. he gave individual tests to students in the worker-peasant class. he asked a student to draw a moment diagram, thinking the latter could not possibly do it. the student did it all right. but the old teacher said it was drawn in the wrong way. however, after discussion by several teachers the diagram was found to be correct. this instance touched the old teacher very much. this made us realize it wouldn't do if the teachers only took part in productive labour and didn't undertake teaching. they must be used and remoulded in practice at the same time.

we worked on a project, a big workshop. we taught designing and theoretical knowledge at the same time. in this way the students were willing to learn and they found it easy to grasp what they learned. they said in this way the teaching followed the line of "fewer but better". the teachers lectured at the work-site and were able to concentrate on key points. so old conventions can only be destroyed by linking theory with practice.

at first some teachers thought the workers only had practical experience but no theory. they alleged that the workers couldn't match them in classroom lecturing. but in fact, when we came to the work-site many theoretical questions which the teachers couldn't answer became clear as soon as the workers explained them. for example, some students asked a teacher why this steel bar was laid in this way and that steel bar in that way. the teacher couldn't explain. when a worker explained it, all showed great admiration for him. the teacher said in linking teaching with practice, he could not match the workers. therefore, at the work-site the students liked to ask the workers while in the classroom they asked the teachers. this made us realize that only when the teachers are remoulded in the practice of teaching can we find out their problems in ideology and teaching.

there is another problem i want to mention here. we are teaching building. some of the worker-students we enrolled were not from the building trade. they had no experience in building. it was all right for them to study basic theories at the beginning, but they found it difficult to study higher mathematics and mechanics. later we organized them to come into contact with practice so as to increase their perceptual knowledge. but the teachers were afraid at first that this method could only train apprentices and the

students might fail to attain the standards-even of technical schools. but the teachers became confident after some practice. they said the requirements they had set for the students could be met in one year and a half. in fact the requirements were overfulfilled in only 10 months. we hold that the students should study theory, but they must come into contact with practice. this will raise their initiative in their study, learn quickly and apply what they have learned.

as to teaching practice, we think it best to select a typical factory. it is fine to contract to design and build a factory all by ourselves. this will provide us with an advanced, typical example for teaching and learning. but sometimes such an ideal project is not available.

yao wen-yuan: you mean what's to be done if no such project could be selected?

cheng shih-yi: yes, because of the limitations of the projects we sometimes fail to find one.

as for the system of schooling, the experience contained in the article of tsinghua university gave us great enlightenment. apart from running classes for workers and peasants, we intend to run short-term training classes for workers in the near future.

yao wen-yuan: is there still class struggle after workers and peasants were enrolled in colleges? is it still necessary to give prominence to proletarian politics? have you come upon such questions?

cheng shih-yi: we have. we had not solved this question well as late as after the classes had been run for seven months. then, we realized the importance of grasping political education. when the classes started, the worker-students said that they had come to seize the power over culture and to fill the gaps in science so as to win honour for chairman mao and the proletariat. but they neglected their own ideological remoulding after entering the college, thinking that they were "born red" and it was not necessary for them to remould their ideology since they belonged to the working class, came from productive labour and had practical experience, and that it was the teachers who should be re-educated by them. one student said: "your (the teachers') ideological problems are different from mine." later, when we began to pay attention to the political-ideological work, the students were dubious about it, saying that in so doing, they would be learning less professional knowledge. the situation took a turn only after criticism of the theory of "the dying out of class struggle" had been conducted. the mental outlook of the students is now splendid.

chang chun-chiao: when did you begin to realize this question?

cheng shih-yi: as late as the classes for workers and peasants had been run for four months, we began to realize that we would not be fulfilling the task entrusted to us by the proletarian headquarters if we did not set about to grasp political-ideological work well. after that, we grasped it.

chang chun-chiao: which is the better way of enrolling students? what will be the difference between the enrolling of students by the universities in the future and that under the old educational system? who are to be enrolled? by what method? by what viewpoint should enrolling work be guided? the revolution in education does not concern schools alone.

it is a social revolution. in enrolling students, what problems are liable to be encountered by the three sides -- the schools, the factories and the people's communes, and the worker and peasant masses? what should be done after the students have been admitted to the colleges.

hsu ching-hsien: enrolment is a very important question. when the worker-peasant classes run by the "may 7" commune of tungchi university started enrolling, two different situations arose. in the first case the quotas for enrolling students were distributed among the factories and communes without mobilizing the masses to discuss the purpose of running such worker-peasant classes. the result was that some people were unwilling to go. when a leading member of a unit refused to go, his good friend, displaying chivalry, said: "i'll go in your place." in the second case, the enrolment work was done in a better way. the matter was first made public among the broad masses and they were mobilized to discuss it to form a public opinion. then the masses gave their comments and talked it over among themselves and recommended outstanding comrades to enrol. before these comrades left, the people again repeatedly bade them to study well as true representatives of their class and not to forget their class origin. the comrades who entered the colleges in this way have higher revolutionary enthusiasm. thus the question of what line is followed is involved in enrolling students. the masses must be mobilized to do it.

cheng shih-yi: we have summed up our work in this respect. this time, we have been to some other places where we found that they too encountered the same question. students coming from the urban areas have more problems in their thinking.

chang chun-chiao: we have had lessons of failure. the shanghai university of science and technology ran workers' classes in 1958. it was a two years' course. some who had been very outstanding workers degenerated ideologically after finishing the course. this experience must be summed up seriously for the benefit of running our present colleges.

yao wen-yuan: after workers and peasants are admitted to colleges, the question of educating them with what world outlook tends to be neglected.

cheng shih-yi: i raise a last point. as regards the system, we think that it is better for the departments doing building work and educational institutions specializing in house building to jointly run a school.

yao wen-yuan: at a meeting this time last year, comrades of the building bureau insistently refused to do so, saying that as the bureau was already over-burdened with tasks, it could not afford to run a school. actually, it can be done.

cheng shih-yi: but, recently we have consulted the no. 2 building company and they are very glad to do so. it is now being put into practice.

hsu ching-hsien: the "may 7" commune of tungchi university has now linked itself with a building company. in this way, it is easier to solve the question of selecting a typical project for teaching purposes and the question of getting worker-teachers too can easily be solved.

tai miao-hsien (a teacher of the "may 7" commune of tungchi

university who specializes in underground construction): on the question of compiling teaching material, the experience of tsinghua university which i read today is very enlightening. teaching material must be compiled in combination with the needs of industrial production. it cannot be compiled for good. its content has to be constantly enriched. take the construction of tunnels for instance. formerly we had some data. it was acquired from foreign countries and it was not fit for use too. according to the foreigners, to build tunnels south of the yangtze river is as impossible as trying to plant an iron rod on bean curd. but facts have proved that tunnels can definitely be built south of the yangtze river.

yao wen-yuan: how is teaching material being compiled now? is it revised each time it is compiled?

tai miao-hsien: after two years and more of practice, we are taking this tunnel project as a typical case, as "dissecting a sparrow", and linking it with the theory of underground construction. we have written the first draft. we are also planning to send some comrades to construct an underground power station. this is something the bourgeois academic "authorities" dared not attempt at all. but we have written teaching material on all this. in the process of practice, we have come to this deep understanding: new teaching material must be written in such a way as to keep abreast with the situation in industrial production, otherwise it will lag behind.

both teachers and students must learn from the workers. first of all they must acquire first-hand data. having acquired the data, we will have freedom. otherwise we will be confined to the old rut.

yao wen-yuan: this is very important.

tai miao-hsien: we went down on april, 1968 and were back at the beginning of 1969. after ten months of tempering in physical labour we set about to compile teaching material. but we did not succeed. we again went to temper ourselves in practice and worked alongside the workers. it was in the second half of 1969 that we succeeded in compiling it in the main.

summing up our experience, the process of compiling new teaching material should be: under the guidance of mao tsetung thought we must, first of all, learn from practice, receive re-education by the working class, remould our world outlook and acquire first-hand data. then we must learn from books critically, making the past serve the present and foreign things serve china and weeding through the old to bring forth the new. we must also learn from society by summing up new inventions and creations in the current industrial production. only such teaching material can have something original in it.

chang chun-chiao: it should be tested again in practice to see whether it can stand.

cheng shih-yi: in the past we had a teaching material compiling group made up of about a dozen people. the teaching material compiled by them was absolutely useless.

chang yen-ming (a student studying underground construction at the "may 7" commune of tungchi university): i'll cite an example. earth pressure was originally specified to be eight tons per square metre. now it far exceeds that figure. this was gained from practice and it differed very

much from what was written in the books of the past. therefore, it is necessary for teaching material to be compiled in the course of practice.

tai miao-hsien: the struggle that accompanies the compiling of teaching material is very complicated. in the minds of both the students and the teachers, the struggle between the two ideologies is very acute. there's no escaping it. the key problem is whether to combine theory with practice or to divorce theory from practice. the process of this struggle is also a process of the remoulding of the world outlook.

now, on the question of ideological-political work. the world outlook of intellectuals often finds expressions in their professional work, most conspicuously in separating politics from professional work. how to put proletarian politics in command of professional work and how to make mao tsetung thought occupy the position? here's an instance: the shanghai no. 3 steel plant wanted to re-build its no. 2 converter. we did the work together with the east china construction designing institute. a young designer who craved for things ostentatious and foreign, suggested pulling down the roof construction. he went up to make an examination. he took down a layer of brick dust of the chimney surface to support his suggestion. some teachers and students agreed with him. at that time, we all believed him. later, worker comrades came and said that it shouldn't be done in that way but should be done according to the policy of "(boldface begins) building our country through diligence and frugality (boldface ends)". further examination showed that the dust taken down by the young designer was a fraction of the surface of the wall. the upper part and the inside of the wall were all right. far from requiring to be pulled down, the roof construction can last for another 15 years. things like this could not be learned in the classroom.

wang szu-ti (a student of the shanghai engineering college and a member of practice team of fluidics workshop): we too have experience in this respect. one time, we called a forum on revolution in education. at the meeting, a member of the revolutionary committee of a workshop of the shanghai no. 1 steel plant declared that when a worker did a good job in production it meant that he was giving prominence to politics and that the same was true with a peasant who tilled the land well. a platoon leader of a workers mao tsetung thought propaganda team promptly criticized this idea. however, the member of the revolutionary committee did not quite accept the criticism. later, investigations showed that he was one who paid sole attention to professional work and had little interest in politics. another time we selected a number of students to manufacture in the school products of advanced world levels. some of them spread such absurdities as "we are all carefully selected from among the students. therefore we can devote ourselves completely to acquiring professional knowledge." we vigorously grasped the class struggle. after the political movement was launched, a counter-revolutionary was ferreted out from among these students. facts have taught us that class struggle exists in the whole process of revolution in education. it won't do if we don't grasp it. lately we helped a machine-building department set up a technical training class.

chang chun-chiao: how many students?

wang szu-ti: fortyfive. they were given 12 days' training. they studied day and night.

yao wen-yuan: what did they study in the 12 days?

wang szu-ti: this was a short-term training class.

chang chun-chiao: were 12 days enough?

wang szu-ti: enough. they studied very hard to acquire professional knowledge.

chang chun-chiao: why didn't you run the class for a month?

wang szu-ti: we recently selected some 60 people for a two-month training class. they studied in the day and went back to work in their own factories in the evening.

chang chun-chiao: you may sum up your experience and see which is better: half a month, a month, or two months. for what kind of people one month's training will be enough? for what kind of people the training will have to last for two months? and for what kind of people just a visit to the school will suffice for them to grasp the thing.

wang szu-ti: comrades from other localities also came to our school. they left as soon as they learned the know-how.

we have some opinion on the question of enrolment. the comrades enrolled in our technical training class have different level of schooling, ranging from junior middle school, senior middle school, to college. the difference in the level of schooling poses great difficulty for the teachers. some students were quite satisfied with the teaching while others who have college schooling asked for more advanced knowledge.

li chun-yi (a 1969 graduate of chiaotung university and a member of the practice team at the hutung shipyard): ideological-political work is very important. its negligence is very dangerous. when we helped the hutung shipyard set up a workers' university, we at first thought that the worker-students were selected to attend the university and so were politically reliable. some of the students too thought that they were "born red" and that their main task in the university was to study professional knowledge. thus when they were told to study politics they thought that they might just as well study it in their workshops. the teachers dared not criticize the worker-students, thinking that they had come merely to receive re-education, and also because many of the worker-students were leading members and veteran workers. so, some teachers would listen to whatever the students said disregarding whether it was correct or not. even the deputy head of the leading group of the training class dared not make criticism, for he himself is an intellectual and thought he had come there merely to receive re-education. some worker-students who have worked for more than 20 years felt that their main task was to receive a general education. some said: "you should do the revolutionary mass criticism. i've not graduated even from primary school. i've to learn in two years all the courses on general knowledge which usually took a dozen years to finish. so, how can i spare my time for the revolutionary mass criticism." having found out this problem, leading comrades of the plant's communist party committee held a talk with us. they told the students the story of an orphan who, having been emancipated after liberation, was sent to study in a university by the government. but he later looked down upon the workers and buried himself in his speciality. he finally degenerated. they also told the students the story of another worker who was born to a worker's family. this worker studied literature and art, in the course of which

he was infatuated by records of decadent music and was finally ensnared and joined the lot of bad people. these talks made a deep impression on the worker-students. this shows that the students coming from among workers and peasants should constantly heighten their political consciousness through struggles and that they must persist in giving prominence to proletarian politics.

chang chun-chiao: did you criticize the old system of chiaotung university?

li chun-yi: yes, we did.

chang chun-chiao: what's your conclusion after criticizing the way things were done in old chiaotung university?

cheng chen-chi (teacher, member of the standing committee of the revolutionary committee and leading member of the educational revolution group of chiaotung university): there was an old saying in chiaotung university that it had "a high threshold, solid foundation and rigid demands". during the great leap forward, it enrolled a number of students from among workers and peasants, but some of them were soon kicked out. last year, we concentrated on criticizing the feudal, capitalist and revisionist system of old chiaotung university, but some of its poisonous influence has remained to this day. we think that mass criticism in this connection should be conducted in factories, too. colleges of science and engineering are closely linked with factories and the workers warmly support the revolution in education, but the leadership of some factories does not support it. for example, one machine tools plant set up a workers' college, but the leadership of the plant did not pay attention to it, so it was hard to get things going. in another workers' college, run by a shipyard, things were getting along quite smoothly because the shipyard's leadership paid close attention to it. this shows that the revolution in education has a social character. schools and colleges alone cannot accomplish it; participation by other social forces, particularly factories, is necessary. otherwise, the revolution in education cannot develop satisfactorily.

one more question. the implementation of the "three-thirds system" (one third take part in productive labour, one third do investigation and one third teach and conduct scientific research) would somewhat task our teaching staff. the teachers are busy with scientific research, production and teaching. this plus the "three-thirds system" would make them busier.

chang chun-chiao: how many teachers do you have?

cheng chen-chi: 1,300.

yao wen-yuan: how about your movements for purifying the class ranks and consolidating the party?

cheng chen-chi: the masses say it was like lukewarm water.

chang chun-chiao: i have the same impression.

cheng chen-chi: the comrades engaged in the revolution in education are very dissatisfied. the leadership is somewhat inclined to play safe and does not "play the piano" well. we hope that the leadership of the municipal revolutionary committee would go there to give it a push and see how the situation can be changed.

chang chun-chiao: can't you change it yourselves?

cheng chen-chi: many big-character posters have been put up, but the situation has remained almost the same.

chang chun-chiao: why not emancipate yourselves on your own?

cheng chen-chi: support from the leadership is also needed.

yao wen-yuan: chiaotung university is best equipped for scientific research among all colleges in shanghai.

cheng chen-chi: the question of our university's relationship with the affiliated factories has not been settled satisfactorily.

wang chia-lin (cadre of the east china chemical engineering institute and member of the team for practice in antibiotics production): we think that colleges of science and engineering should establish direct contact with rural communes as well as factories. this is needed by the development of agriculture. in 1958 we undertook to make the insecticide "920", but the bourgeois academic "authorities" asserted that it was of no value. we have now criticized this assertion. we have persisted in serving agriculture and the poor and lower-middle peasants, and built our bases in the rural areas. through practice, we have come to understand that the poor and lower-middle peasants are a main force in scientific experiment. in the trial production of "920", for instance, we invited poor and lower-middle peasants to give lectures. and we ran short-term training classes. to meet the demands of the poor and lower-middle peasants, we have now put "920" into production by starting with indigenous methods and combining them with modern methods. this insecticide is in great demand throughout the country.

yao wen-yuan: is it possible for a county to produce it?

wang chia-lin: yes, just like running small chemical fertilizer plants. kiangsu, kiangsi and liaoning provinces have sent people here to learn the technique. and it is now being popularized in all parts of the country.

chang chun-chiao: there are still many difficulties. its popularization is not easy even throughout shanghai.

wang chia-lin: the poor and lower-middle peasants warmly welcome county-run and commune-run "920" insecticide factories. with the poor and lower-middle peasants as the main force, a relatively long-term study class may be set up on the basis of popularization and the students are to be enrolled from among poor and lower-middle peasants. this provides a basic condition for us to compile a set of new teaching material and practise teaching in the course of designing the factory, making and installing the equipment and putting the factory into operation.

yao wen-yuan: getting new teaching material and new specialities into shape through practice is a great creation in the proletarian revolution in education.

wang chia-lin: in doing so, we've learned a great deal ideologically from the poor and lower-middle peasants. at one time some of our comrades were in low spirits. they thought they were unlucky to have had a few years of

college education, and otherwise they would be members of workers' mao tsetung thought propaganda teams. after being re-educated by the poor and lower-middle peasants, they are no longer disheartened. they saw how eagerly the poor and lower-middle peasants wanted to be able to conduct scientific experiment.

yao wen-yuan: how many people are there in your team?

wang chia-lin: fortytwo.

chang chun-chiao: how are you getting on with the bureau of chemical industry?

wang chia-lin: they are not interested. they say we belong to a different department.

university-run factories integrated with social production constitute part of the state production setup, but they need some room for manoeuvring. at present we are dependent on the bureau. our products are wanted. but raw material? very sorry, it won't give.

chang chun-chiao: how about the pharmaceutical industry company under the bureau of chemical industry?

wang chia-lin: it won't bother either. we hope the channel will be opened.

yao wen-yuan: to ensure success in the educational revolution, there must be certain regulations to govern the relations between the colleges and the departments concerned. it won't do without some regulations.

chen hsun-liang (teacher of physics of futan university, a responsible member of the "april 1" electronics factory): the production of our university-run factory is placed under the state plan. we specialize in making electronic elements. we have 250 students and 150 teacners, staff members and workers. we produce mainly for some major projects.

yao wen-yuan: have you fulfilled your task?

chen hsun-liang: we worked for a year and did not get very far. later we grasped class struggle and carried out mass criticism. though this meant less time for production, we still fulfilled our task.

yao wen-yuan: that's right. we must grasp class struggle.

chen hsun-liang: at first some teachers were a bit gloomy. they didn't think there was much to wait for in the university, so they were ready to pack and go when the tasks of struggle and criticism were finished. later the university set up factories and it was made clear to them whom to serve. that brought a tremendous change to the mental outlook of the teachers and students.

yao wen-yuan: some revolutionary practice is needed to get rid of the passive mood.

chen hsun-liang: now their mental outlook is quite good. whenever we are assigned a project, we first of all get our people prepared ideologically and politically for the task and hold political classes. as a result, they are in high morale.

the scientific research undertaken by our university-run factory has now been placed under the state plan, too, and this has spurred several specialities under the department of physics. before the great cultural revolution we were not clear about how to make research in semi-conductor. we spent a lot of money to buy foreign equipment, but failed to produce anything. now that we have our own factory, new techniques and new technological processes in society get easy access to our university; we have established ties with many factories and we are no longer so shut off from the outside world as we were. we meet workers every day. all this spurs our work of compiling teaching materials. we set up two teaching material compilation teams last december. they took the university-run factory as their base for investigations and study and they also made investigations and study in other factories. this has helped revolutionize our teaching material. in this way our teaching, scientific research and production are combined with the production outside the university.

chu hui-min (member of the workers' mao tsetung thought propaganda team in the department of physics of futan university): comrade chen hsun-liang touched on the question of university-run factories. as far back as in 1958, the revolutionary teachers and students of futan university set up a number of university-run factories. the department of physics ran an electronics factory and it made shanghai's first diode and triode. yet at that time the problem of what line to follow was not solved -- a gust of cold wind from liu shao-chi's bourgeois headquarters made yang hsi-kuang, the capitalist-roader of futan at the time, come out clamouring that the university should be "in regular order". they closed down all the university-run factories at one stroke. before the great cultural revolution, a fifth grader in the semi-conductor speciality had never seen even a diode. as late as last year we still heard such a discouraging remark: "the university-run factory is like a bull bursting into a temple. what absurdity exclamation" we resolutely refuted it and set up the "april 1" factory.

hsu hsuen-yi (student of the experimental class in micro-electronics for workers, peasants and soldiers in futan university): art colleges must carry out revolutionary mass criticism, and so must colleges of science and engineering. the state of affairs in our university convinced us that without mass criticism, the remnant pernicious influence of the revisionist line in education cannot be wiped out. some time ago when sang wei-chuan was being criticized in the press, teachers and students of science and engineering in our university paid little attention to that. so i think the revisionist way of doing things may return if mass criticism is not carried out. a number of teachers once went to factories to make investigations and on their return they said that there wasn't much to learn from the old workers. we sternly criticized this mistaken idea. intellectuals cannot produce good teaching material if they do not solve the problem of political stand when they make investigations and study in factories. therefore we think colleges of science and engineering must carry out revolutionary mass criticism.

chen hsun-liang: some time ago we enrolled a number of students from among workers of handicraft factories.

chu yung-chia: the university invited workers of handicraft factories to study and they went back to production after finishing their study. and the university sent some students to help them renovate their factories to check the result of their study through practice.

chen hsun-liang: the 1969 and 1970 graduates who went along with the workers to the factories showed great enthusiasm and worked day and night until the renovated factories went into production. they and the workers have become good friends. so the workers often come to visit our university, and whenever they run into difficulties we promptly send our comrades to help.

chu yung-chia: relatively speaking, these revolutionary teachers and students who are putting into practice chairman mao's thinking on the revolution in education have a high political consciousness and they are able to master the technological processes in an all-round way.

yao wen-yuan: imperialism and revisionism have made desperate efforts to spread rumours, saying that our colleges have not enrolled students in the past few years and that china's industrial technical force is weak. in reality, as we have shattered the bourgeois headquarters headed by the renegade, hidden traitor and scab liu shao-chi, criticized the revisionist line, carried out on a broad scale chairman mao's instructions such as "integration of the intellectuals with the masses of workers and peasants", "take the road of the shanghai machine tools plant in training technicians from among the workers", and "maintaining independence and keeping the initiative in our own hands and relying on our own efforts", and carried out the revolution in education, we have not only turned out products of advanced world standard, but also strengthened the entire technical force in the service of socialism. this is a revolution of far-reaching significance. they say that our technical force is insufficient, but in fact we have plenty.exclamation

comrades from the shanghai machine tools plant, you haven't spoken yet.

chang chun-chiao: people all want to take the road you've taken. how about your progress along the road?

wang hao-ting (secretary of the party branch of the "july 21" workers' college affiliated to the shanghai machine tools plant, member of the party committee of the plant, a worker-technician): the experience of tsinghua university enlightens us very much and broadens our view. it makes an all-round summing-up on many questions.

on the question of consistently taking class struggle as the main subject, we have gained some experience. we started our college in 1968. our students had been workers for more than 12 years on the average. at the beginning, there were some problems among the students too. what should we do? leading comrades from the municipal revolutionary committee came to our plant and talked about it. they pointed out that class struggle in society would inevitably be reflected in the machine tools plant as well as in the "july 21" workers' college. we discussed the question for five days at a study class and made efforts to grasp class struggle.

the idea of "born red" was fairly common among the worker-students. they held that they were workers and had been chosen and sent to the college to study. they said their main task was to learn designing. they, too, had old ideas and were influenced by the revisionist line in education. we criticized the revisionist line in education. our practice in struggle makes us realize that for a factory to run a school, it is imperative to place proletarian politics in command, grasp ideological and political work and the living study and application of chairman mao's works, and put into practice chairman mao's thinking on the revolution in education. having studied chairman mao's instructions on the revolution in education we realized that it was necessary to gain experience through practice and teach at the same time -- to learn warfare through warfare. some people first thought that if the students were asked to learn through practice, they would go back to workshops rather than attend the college. with this idea in view, we organized a discussion to make it clear for whom they had come to study. after a period of practice, the students understood the matter better. their enthusiasm in study soared and they finally worked out the designs of machine tools.

we recently organized mass activities of recalling the past sufferings under the domestic reactionary rule and imperialist aggression and checking up one's ideology, study and style of work. this has helped the students deepen their class feelings and promote the re-education of the teachers. some members of the original teaching staff still have bourgeois ideas which, if not criticized, will influence the worker-students. the strengthening of ideological and political work helps the re-education of these teachers. in addition, we have organized the worker-students to go to units of the people's liberation army and learn from the armymen the revolutionary spirit of fearing neither hardship nor death, the principle of the "four firsts" and the "three-eight" working style (translator's note). this has brought about a radical change in the mental outlook of the students.

yao wen-yuan: how many students are there?

wang shao-ting: fiftytwo. our experience shows that if political and ideological work is neglected, it will be very difficult to carry out chairman mao's instructions on the revolution in education. with regard to the original teaching staff, we should use them and remould them ideologically at the same time.

chang chun-chiao: where did you get the teachers?

wang shao-ting: from the part-time work and part-time study mechanical and electrical engineering institute. some of the teachers used to recite quite fluently their teaching material, but today they are at a loss when asked to apply chairman mao's dialectics to their teaching. the experience of tsinghua university in remoulding the teachers' ideology while using them is good. quite a number of teachers possess specialized skills. let them join the worker-technicians in preparing lessons and their specialized skills can thus be brought into play.

the experience of tsinghua university in compiling teaching material is very instructive for us. the teaching material should be revolutionary, critical, purposeful and with local characteristics. at the beginning, some

teachers found it very difficult to compile teaching material and did not know how to do it. we did much to encourage them. after some teaching material had been worked out, we discussed it in study classes. there and then we made clear what should be the correct orientation, put forward suggestions and helped them remedy their shortcomings. we made it clear that if there were errors, we should be held responsible and criticized, but it was up to them to make improvements. they were greatly encouraged and a prototype of the teaching material was completed. however, it still fell far short of the high standards.

yao wen-yuan: the "high grade" cannot be reached at one stroke.

chang chun-chiao: one must proceed from the "primary grade" to the "high grade".

wang shao-ting: moreover, leadership is also very important for running a college of science and engineering well. the leadership should be formed in struggle. a staunch leadership ensures the faithful carrying-out of chairman mao's thought. as long as it dares to practise and is good at summing up experience, it will be able to blaze a trail. without a staunch leadership, no progress will be made even if the road is correct and orientation is clear. practice proves that every step forward in carrying out chairman mao's thinking on the educational revolution involves a struggle. the leadership of our plant's college was not strong enough at the beginning. it has been strengthened after readjustments were made in struggle.

as to the period of schooling, it may range one year for a specialized course on a single subject to at least two years for a regular college course of science and engineering. originally, we planned for two years, but we expected that it would take two years and a half, considering that there would be some twists and turns in our work at the initial stage. as we see it now, it is desirable that the worker-students enrolled should have some schooling. otherwise, it would be difficult for them to continue their study. if their educational level is too low and they are too old, there will be contradictions between teaching and learning. it won't do either stepping up or slowing down the tempo in teaching. if they are young, even if low in their level of schooling, the gap can be filled by the measure of "one helps one".

chang chun-chiao: can you run a spare-time school at the same time?

wang shao-ting: our spare-time school has already enrolled a group of 65 students.

chang chun-chiao: even if all the colleges enroll workers as their students, most of the workers will still work in factories. the question of raising their educational level remains.

wang shao-ting: but, now some workshops of our plant will not send their best workers to the school. this is a manifestation of departmentalism.

chang chun-chiao: i discussed this matter with comrade chang mei-hua last month and advised him to take the lead in attending school. for he is a leading member of the party

committee and the revolutionary committee of the plant as well as a worker-engineer. he is also eager to study, but there is no suitable school for him. if chang mei-hua enters the spare-time school, a number of advanced workers will certainly follow him to go to school to study politics, military affairs, agricultural production, culture and techniques. after their graduation from the spare-time school, the most outstanding students can be sent to universities and colleges. otherwise, how can we solve the problem for the workers who long for study? as for those workers with lower educational level they may be given extra lessons to raise their level, or be given special lessons in culture and politics. there are too few students in your "july 21" college. you should put up big-character posters to criticize those who indulge in departmentalism. for they don't understand the workers' eagerness for learning and they are short-sighted and close their eyes to the long-term interests. of course, there are also some workers who do not want to continue their study. we should encourage them to go on with their study and to continue the revolution.

wang tseng-jung (a fitter in the no. 2 workshop of the shanghai machine tools plant, a 1964 graduate from the machine building department of tsinghua university and a post-graduate for four years, assigned to work in this plant in 1968): i consider the experience of tsinghua university very good. in comparing the new tsinghua with the old, i am deeply moved. i studied in the university for ten years and came to this plant in april, 1968. i spent too much time on study, especially on basic courses. but i had to study from the very beginning when i set to work in the plant. in the old tsinghua university, chiang nan-hsiang often spread the absurdity of "a hunting gun and provisions", saying that the school will give the students "hunting guns" instead of "provisions". a "hunting gun" will always provide the hunter with food while "provisions" will soon run out.

chang chun-chiao: you will have nothing to eat even if you bring the "hunting gun" to shanghai. what are you to hunt in the street where there is so much traffic?

wang tseng-jung: many problems can't be solved thoroughly at college, but once i take part in physical labour in the plant, i get better understanding of them all.

i've also got some experience in serving the working class and integrating myself with the workers. chairman mao calls on us to plunge into the three great revolutionary movements. but in the old tsinghua university there was such a saying that the fighters of the three great revolutionary movements could be trained in laboratories. under such circumstances, how was it possible for students to share the feelings of the working class? since i came to the plant, i've discarded the intellectual airs and made workers my teachers. at the beginning i felt rather nervous and ashamed because i could not even assemble machine parts although i had spent ten years in the university. later, veteran workers taught me very patiently, explaining every movement to me. i was deeply moved. while working with the workers, i found that the workers didn't say anything about the irrational rules. why? they told me that they had raised suggestions long before but got no reply from the technicians who regarded them as ignorant of science. by taking part in labour, i came to know that if i didn't receive re-education and learn from the working class, i would not accept their suggestions either.

after a period of time, i felt very happy to make friends with the workers. i have several veteran workers as my masters who are party members. one of them is now working in a workers' mao tsetung thought propaganda team, he shows much concern for me and often comes to see me. ever since i made friends with the workers, changes have taken place in my mind. this helped me a lot in remoulding my world outlook. i tried hard to solve those problems the workers wanted to solve and what i did satisfied them. now i feel that so long as i discard the intellectual airs and learn from the workers, i can play a certain role with what i learned in college.

chang chun-chiao: tsinghua university has written a summing-up of their experience. it is also necessary for the universities and colleges in shanghai to sum up their experience. we shall then hold a meeting to exchange the experience in the living study and application of mao tsetung thought.

the publication of the tsinghua summing-up is expected to give a great impetus to the educational revolution in universities and colleges throughout the country. we in shanghai should strive to catch up.

yao wen-yuan: what impresses me most in your talks today is that, in discussing the tsingnua experience, all of you stress that, in making educational revolution, it is necessary to put proletarian politics in command and grasp class struggle, revolutionary mass criticism, the ideological and political work and the implementation of policies. it is necessary to mobilize the masses fully and rely on the working class, the poor and lower-middle peasants, revolutionary intellectuals and other revolutionary social forces. beginning with the purification of the class ranks, consolidation and building of the party organizations and the strengthening of the leading group up to enrolment, teaching, teaching material and the remoulding of the teaching staff, we must throughout hold high the great red banner of mao tsetung thought and use chairman mao's thinking on the educational revolution to guide and sum up our practice and raise our level of work in practice. we must not lose sight of this in running a college of science and engineering. while studying in the college, the worker, peasant and soldier students should still be educated on chairman mao's revolutionary line, principles and policies on education, and attention should be paid to remoulding their world outlook, so that they will be able to grasp chairman mao's thinking on the educational revolution, understand the historical experience of the struggle between the two lines in education, know their own tasks and take an active part in the educational revolution. only in this way can chairman mao's teaching "(boldface begins) education must serve proletarian politics and be combined with productive labour (boldface ends)" be actually implemented and can we bring up workers "(boldface begins) with both socialist consciousness and culture (boldface ends)" and revolutionary intellectuals who integrate theory with practice. the comrades of tungchi university and the shanghai machine tools plant have spoken on these questions.

what we have heard here today indicates that, compared with the situation a year ago, our experience has become richer. the educational revolution in colleges of science and engineering has made very great progress as a result of our comrades' endeavour. i hope that all comrades will

firmly grasp the educational revolution, and conscientiously sum up experience. you can deal with major or minor subjects, such as enrolment, political and ideological education, running schools by factories, the compiling of new teaching material, teachers, leadership, etc. you may sum up any subject on which you have gained experience. there are some questions about which we have not much experience because we have just begun to deal with them, and there are some others which need further study. but it doesn't matter. our experience will gradually increase with our progress in practice. it is the revolutionary people who beat the path of revolution. as long as we advance persistently along chairman mao's line, we will surely run the socialist colleges of science and engineering well and win still greater victories in the proletarian revolution in eduation. ours is a cause with a bright future.

(translator's note: "four firsts" means:

1. as between man and weapons, giving first place to man;

2. as between political and other work, giving first place to political work;

3. as between ideological and routine tasks in political work, giving first place to ideological work;

4. in ideological work as between ideas in books and living ideas currently in people's minds, giving first place to living ideas currently in people's minds.

the "three-eight" working style:

the "three" refers to a firm and correct political orientation, an industrious and simple style of work, and flexible strategy and tactics;

the "eight" refers to the eight characters which mean unity, alertness, earnestness and liveliness.)

Poor and Lower-Middle Peasants with Socialist Culture

- an investigation report on revolution in rural education at Niut'oukou brigade, Lint'ao hsien, Kansu Province

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

Resume:

Led by the Party branch, the poor and lower-middle peasants of this production brigade ran various forms of schools, thus enabling themselves to master gradually socialist culture. Guided by Chairman Mao's thought on revolution in education, they relied on their own efforts to operate primary schools, village schools and people's schools in the brigade and guaranteed the teaching of young people who had practical difficulties, thus making it possible for the overwhelming majority of poor and lower-middle peasants and their children to learn culture and impelling the deep-going development of the mass movement for the living study and application of Chairman Mao's works. This was a rather pleasing new atmosphere that appeared during the great proletarian cultural revolution.

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In the countryside and especially in the mountainous areas where the inhabitants are scattered, how to adhere consistently to the great leader Chairman Mao's "May 7 instruction" so as to put education truly in the service of proletarian politics and the poor and lower-middle peasants, to integrate education with productive labor and turn the poor and lower-middle peasants and their descendants into laborers with socialist consciousness and culture is a fundamental task of the revolution in education. By way of firmly carrying out to the letter Chairman Mao's policy of revolution in education and after two years of efforts, the Niut'oukou brigade of Hsintien commune in Lint'ao hsien have scored some achievements and gained some experience in this connection.

Admirable Changes

Before liberation, there was at Niut'oukou an old school, but the overwhelming majority of its students were the children of landlords and rich peasants. After liberation, great changes took place, but because renegade, hidden traitor and scab Liu Shao-ch'i carried out the counter-revolutionary revisionist line in education, the broad masses of the poor and lower-middle peasants were still unable to shake off the feudal yoke in culture. There are in all six production teams in the Niut'oukou brigade, but within an area ten li square, there was only one public junior primary school. Prior to the great proletarian cultural revolution, among the 155

school-age children in the whole brigade, less than 40 (including three girls) or 25 percent attended school.

During the great proletarian cultural revolution, in accordance with the great leader Chairman Mao's instruction that "in the countryside, the schools should be managed by the poor and lower-middle peasants, the most reliable ally of the working class," the broad masses of poor and lower-middle peasants of Niut'oukou seized back the power of carrying out the revolution in education in the countryside, managed the school, and truly became masters in the revolution in education. They led the revolutionary teachers and students to launch deep-going revolutionary mass criticism, carried out teaching reforms, reinforced the teaching staff of the school, operated the former junior primary school as a five-year course primary school, and changed the look of the school for the first time.

However, the struggle between the two lines and the two kinds of ideology was still very violent. After criticizing and repudiating the theory "to become learned in order to be an official," very few school-age children, especially girls, were sent to school. In the light of this situation, the Party branch and the revolutionary committee of the brigade organized the teachers and production team cadres to go deep into the homes of the students to find out the causes. Some people said: "Since even university and senior middle school graduates have to work with picks, what can our children do after going to school?" Others said: "Our daughters will be members of other families sooner or later. What is the purpose of sending them to school?"

According to the analysis of the Party branch of the brigade, the idea of "schooling is useless" was brought about because "Liu's poisonous" idea "to become learned in order to be an official" had not been eradicated, and in order to exercise a good grip on power in the revolution in education, the poor and lower-middle peasants must go on making an in-depth criticism and repudiation of Liu Shao-ch'i's counter-revolutionary revisionist line in education, so Chairman Mao's proletarian line in education might strike deep root in the minds of the broad masses. Therefore, they went to various production teams to run study courses in Mao Tsetung thought for the production team cadres, guardians, teachers and students to study Chairman Mao's "May 7 instruction" and other great teachings concerning the revolution in education and to concentrate their fire on criticizing and repudiating the theory "school is useless." The poor and lower-middle peasants and the revolutionary teachers and students wrote more than 180 articles of general criticism and repudiation in the light of the ideological conditions in their own teams.

After ideological understanding was raised, the admission rate rose sharply. In the second half of last year, 114 students went to school. Among them, 83 were school-age children, equivalent to more than 60 percent of the total number of school-age children. The number of girl students rose sharply from three in the past to 39. On this foundation, in order to make it more convenient for the children of poor and lower-middle peasants

to attend school and to raise further the admission rate, the Party branch and the revolutionary committee of the brigade also opportunely set up in addition village schools in the four production teams lying farther away from the primary school so that 48 school-age children and young children might attend school in their own villages. Meanwhile, they also adopted the form guaranteed teaching to enable the school-age children who were unable to go to school because of practical difficulties to learn culture. In this way, all the school-age children were educated.

Chairman Mao taught: "In our education we must have not only regular primary and secondary schools but also scattered, irregular village schools, newspaper-reading groups and literacy classes." ("The United Front in Cultural Work") The Party branch and the revolutionary committee of the brigade knew that in order to run the whole brigade as a great school for Mao Tsetung thought, it was inadequate to grasp only school education and education for school-age children. In the light of the condition that the majority of the young and able-bodied poor and lower-middle peasants of the brigade were illiterate or able to read a few characters and were unable to study well Chairman Mao's books, they called for the elimination of the new and old illiterates in the brigade. They extensively launched mass activities to recall the bitterness of the past and think of the happiness of the present, to complain of the bitterness of having neither power nor culture in the old society, to tell the sweetness of wielding power and the necessity of learning culture today, and to explain why "it is difficult to preserve political power without grasping cultural power." Various kinds of erroneous ideas were corrected, people's schools were set up in every production team, and the masses of commune members of the whole brigade were organized to study politics and culture. At present, 243 young, able-bodied and old commune members, equivalent to 80 percent of the labor power of the whole brigade, have taken up studies.

At present, this brigade not only has popularized primary education, but also has popularized such education far in excess of what people commonly describe as the confines of a school in the broad world of the countryside. This enormous change took place after the poor and lower-middle peasant seized cultural power and managed the schools, and is a great victory for Chairman Mao's proletarian line in education.

Four Forms of Schools

In his brilliant article "Report on an Investigation of the Peasant Movement in Hunan," the great leader Chairman Mao highly praised the revolutionary action of the peasants in operating schools themselves. He pointed out: "The peasants always disliked the 'foreign-style school.'" "Now the peasants are enthusiastically establishing evening classes, which they call peasant schools." "The peasants are very enthusiastic about these schools, and regard them, and only them, as their own." After liberation and especially after winning a great victory in the great proletarian cultural revolution today, such revolutionary desire of the broad masses of the poor

and lower-middle peasants to establish their own schools and to grasp socialist culture has been implemented to the full extent.

According to Chairman Mao's "May 7 instruction" and other great teachings concerning the proletarian revolution in education, the Party branch and the revolutionary committee of the Niut'oukou brigade have mainly implemented four forms of schools:

1. Brigade primary school. In accordance with Chairman Mao's teaching that while the students' "main task is to study, they should in addition to their studies, learn other things," besides learning knowledge from books in the classroom, agricultural bases have also been set out for conducting agricultural activities. In this connection, the brigade has mainly grasped two things:

First, by way of leading the teachers and students to reclaim land, a small farm has been established on four mow of land, thus enabling the teachers and students to take part in productive labor as well as to conduct energetically experiments in scientific farming. By putting the theory taught in the classroom into practice in the farm, by observing and giving a hand to production on the spot, theory is linked with practice, and the more the students study, the more they like to study. The small farm operated by the school has also scored certain achievements in cultivating fine strains for the production teams. The potatoes planted by this brigade degenerated seriously, and their yield was less than 100 catties per mow in a year of drought and also rather low in a normal year. Last year, the small farm operated by the school experimented with the planting of the Heilungkiang variety on 1.4 mow of land and harvested 1,150 catties despite the severe drought. This variety is very well received by the production team and has been planted over large areas this year.

Second, outside the school, the No. 3 production team in which the school is located is set as the spot for the re-education of the teachers and students, and the teachers and students are constantly organized to go to the production team to study Chairman Mao's works together with the poor and lower-middle peasants, to conduct revolutionary mass criticism and to take part in collective productive labor. Last year, when the production team carried out water conservation construction, they opportunely organized the teachers and students to carry more than 100 cubic meters of stones from the bottom of a gully for facing three water holes with a total length of more than 150 meters, thus increasing 26 mow of new irrigated land. In the spring of this year, they swept the roads and accumulated 24 cubic meters of manure for the production team. Especially in the busy season, the school made sure that a given period of time was spent in labor in the production team. The poor and lower-middle peasants joyously declared: "This is our own school."

2. Village schools. Like the brigade primary school, the village schools are also divided into a number of grades, and the textbooks studied in the primary school are separately studied there. There are no teachers

and they adopt the method of "soldiers teaching soldiers" with the students of the fourth-year or higher grades of the brigade primary school serving as teachers. These primary school students are the "little teachers" of village schools every day they are home from the school. Some commune members of poor and lower-middle peasant status were unable to send their school-age children to the brigade primary school because the latter were needed to look after younger children at home. After the village schools were set up, they were very pleased and they encouraged their children saying: "We have been saved by Chairman Mao from the bitter sea, and you must learn well Chairman Mao's books and be his good children."

The teachers of the brigade primary school supervise the work of these students and train them for work. They teach the latter how to work, help them correct exercises, opportunely point out the problems in teaching and ceaselessly raise the standard of their teaching.

3. Guaranteed teaching. The mass line method is also adopted toward the school-age children and other young people who are unable to go to school because of diverse practical difficulties. The role of "little teachers" is brought into play, and after the students return home from school, they are sent deep into homes to carry out guaranteed teaching. There is in No. 3 production team a young girl who was an illiterate. After guaranteed teaching, she is now able to read the "three constantly read articles" and more than 60 quotations from Chairman Mao. The poor and lower-middle peasants declared: "Our schools are operated in our homes and in our hearts. Mao Tsetung thought is in command of every household, and with everybody having a clear mind and sharp eyes, they will not go astray along the revolutionary road."

4. People's schools. They adopt Chairman Mao's "three constantly read articles" and latest instructions as the basic teaching materials, and studies are conducted in conjunction with newspaper reading. At the same time, in the light of the fact that the majority of the masses are illiterate or semi-illiterate, the language textbooks of the primary school are used as teaching materials for learning characters and culture. As regards time of study, the method of holding class in the evening in winter and spring, studying in the fields before and after work in summer and autumn, and conducting concentrated studies in day time during rainy days is adopted under the supervision of full-time personnel. The current situation is closely followed and studied every day, the latest instructions are studied opportunely, and the fundamental viewpoints are studied again and again. There is in No. 6 production team a poor-peasant commune member who is a pioneer in production and a model in study. He declared: "We learn to read and eliminate illiteracy so that we can read better Chairman Mao's books and till land better for the revolution." There is a middle-peasant commune member who became a paralytic when he was young, and the wicked old society also made an "illiterate" of him. After the people's school was set up in the production team, he was exceedingly pleased and he persisted in study every day. He is now basically able to read the quotations from Chairman Mao and newspapers.

By way of these four forms of schools, school education is combined with social education and family education, and education is popularized throughout the brigade in a short time.

Initial Results

Although the time spent by the broad masses of the poor and lower-middle peasants of the Niut'oukou brigade in experimenting with the reform of old education and the universalization of education according to the features of the proletariat is relatively short, yet they have already scored results.

First, they have given impetus to the deep-going development of the mass movement for the living study and application of Chairman Mao's works. In the past, because the poor and lower-middle peasants had a long time been unable to wield power in the aspect of culture and education, the number of people who could read could be counted with the fingers. This made it very difficult to translate "let everybody read Chairman Mao's books" into reality. After the operation of people's schools, the majority of poor and lower-middle peasants are able to study politics and culture. As a result, the illiterate can read and the rustic people can write with the pen. They carry in their pockets "Quotations from Chairman Mao" and read them at all times and in all places. At present, 38 people have begun to jot down the ideas obtained in study and keep a diary of studies. After conducting studies, some poor and lower-middle peasants are able to record the history of their families. By way of conducting painstaking studies, an animal feeder of poor-peasant origin quickly raised his cultural level. In his study notes he wrote: "Despite my physical presence at Niut'oukou, I keep the whole world in mind, and I should make a good animal feeder of myself for the revolution." With the political and ideological level raised, good people and good deeds continuously emerged in the whole brigade.

Second, the poor and lower-middle peasants have truly taken over the educational power and become the masters of culture and education. The brigade exercises unified leadership in the educational revolution, and all cadres of the brigade and production teams grasp the revolution, promote production, lay hold of education and learn culture. In October last year, influenced by the theory "schooling is useless," some students of No. 5 production team did not go to the school to study. After this was discovered, they promptly convened a meeting in their own production team to mobilize and educate the guardians and students, and all students returned to school. The people's schools and village schools of No. 6 production teams were well run, and they opportunely convened an on-the-spot conference of the whole brigade to popularize the experience of No. 6 production team.

The cadres of the various production teams are leaders as well as students in the people's schools. Their progress in study is examined by the supervising personnel and the requirements are in no way different from the commune members. The various production teams see to it that the people's schools are led and run well by the cadres; are not cowed by any

amount of difficulties; are not squeezed out because they are busy with production; and will not collapse because they stand resolutely for them every day. The deputy leader of the revolutionary leading group of No. 3 production team was formerly an illiterate, but he energetically led the production team to make a success of the people's school and he himself conscientiously participated in the study of culture. The poor and lower-middle peasants declared with deep understanding: Our exercising power of control over education and learning well cultural knowledge is of greater advantage to consolidating the proletarian leadership and utilizing Mao Tsetung thought to reform everything.

Third, this is advantageous to training the students as successors to the revolutionary cause of the proletariat in the three great revolutionary practices. The brigade primary school has translated into reality the integration of education with productive labor. Meanwhile, by way of making the children do some social work while they are young--for example, sending school pupils to production teams to supervise over such activities as learning culture--they study Chairman Mao's works, do manual work and criticize and repudiate the bourgeoise together with the poor and lower-middle peasants and are at all times re-educated by them. Since the introduction of people's schools, village schools and guaranteed teaching, educated by the poor and lower-middle peasants, 21 students have gradually become "little teachers" who are red in thought, good at study, fond of manual work and welcomed by the poor and lower-middle peasants. This creates very good conditions for cultivating the students as laborers with socialist consciousness and culture.

Fourth, the revolution in education has given impetus to the development of agricultural production. With the Party branch of the brigade and the broad masses of poor and lower-middle peasants persisting in studying and applying creatively Chairman Mao's works and plunging into the heat of the revolution in education, they have stimulated the sky-rocketing revolutionary zeal and the determination to translate into reality a new leap in agricultural production. Since the winter of last year, is water conservation construction, the whole brigade has constructed two ditches with a total length of seven and a half li, sunk four water holes, transformed 88 mow of upland fields into irrigated fields, and drained 16 mow of silted land. All this has laid down a good foundation for the further development of agricultural production. At present, they are making redoubled efforts to study in greater earnest ways to bring deep ravines under permanent control and to seize high yield, and are advancing with big strides along the brilliant road of the "May 7 instruction."

The Revolutionary Committee of Lint'o
hsien, Kansu Province

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Fostering Laborers with Socialist Consciousness and Culture

- an investigation report on the "May 7" Labor School of Kueip'ing hsien, Kwangsi province

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

Resume: This investigation report introduces the initial experience gained by a comprehensive secondary vocational school in grasping this central link of politico-ideological education, in integrating education with productive labor, teachers and students with workers and peasants, theory with practice, and in revolutionizing the enrollment of students, teaching material, school system, teaching staff and teaching method among others in accordance with Chairman Mao's "May 7 instruction."

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The great leader Chairman Mao teaches us: "Education must serve proletarian politics and must be integrated with productive labor." "Our educational policy must enable everyone who receives an education to develop morally, intellectually and physically and become a worker with both socialist consciousness and culture." In order to foster a group of socialist construction personnel capable of passing hard tests in political thought and labor, the Kueip'ing hsien revolutionary committee founded, in December 1968, in accordance with Chairman Mao's great teachings, the "May 7" Labor School of Kueip'ing hsien in the countryside at Paisha Commune lying far away from the seat of the hsien.

Following the example of the "Anti-Japanese College" and taking the brilliant road of the "May 7 instruction," this school is closely combined with the three great revolutionary movements in the countryside. It is a school as well as a production unit and a farm for conducting scientific experiments. More than a year of practice shows that this school is able to achieve greater, faster, better and more economical results in fostering personnel urgently needed by the three great revolutionary movements in the countryside and has produced an abundance of produce in support of socialist construction.

At the end of 1969, the first batch of 491 graduates from this school went back separately to the 23 communes (towns) of the whole hsien to take part in the three great revolutionary movements. According to the statistics of March this year, 30 of them served as brigade cadres, 108 graduates became production team cadres and supervising personnel in the study of Chairman Mao's works, 14 graduates worked in struggle-criticism-transformation propaganda teams, eight became agricultural technicians, five worked as tractor hands, 29 became barefoot doctors, 43 were teachers, and 22 worked in commune factories and farms. Besides, 24 graduates also went to other places to aid and support socialist construction. They became the backbone of the three great revolutionary movements in the countryside.

Meanwhile, in conjunction with teaching, the factories and farms attached to the school carried out various kinds of productive labor and scientific experiments. Last year, apart from repairing a large number of machines and farm implements for the rural people's communes, this school also harvested 560,000 catties of rice, more than 30,000 catties of maize, more than 50,000 catties of peanut and more than 800 tons of sugar-cane, and also made great progress in animal husbandry.

Taking the Road Charted by the "May 7 Instruction"

The "May 7" Labor School of Kueip'ing hsien is a new type of school led by the hsien revolutionary committee and managed by the poor and lower-middle peasants. Taking Chairman Mao's "May 7 instruction" as the guideline and proceeding from the need of the three great revolutionary movements in the countryside, this school has effected reforms in the educational system.

1. In accordance with Chairman Mao's teaching that "whenever possible, all secondary vocational schools and technical schools should experiment with the operation of factories or farms," the school is integrated with the small factories and farms attached to the school. The school conducts studies on the one hand and carries out production on the other, thus changing the phenomenon of "alienation in three respects" of the old agricultural technical schools.

2. The principle of "from the commune to the commune" is firmly adhered to in the enrollment and distribution of students. The old examination system is abolished, and the method of selection and sending of students by poor and lower-middle peasants is adopted. Those educated youth who are high in political and ideological consciousness, who have been tempered in the three great revolutionary movements and who possess definite practical experience and the cultural standard of a senior primary, junior middle or senior middle graduate, are selected and sent to the school, and upon graduation they are sent back to their original communes, teams, factories or farms to carry out production or work. The educated youth of cities and towns may also be selected and sent to school, and upon graduation, they are sent to the countryside and expected to settle down there.

3. The teaching staff established is based upon the combination of workers, poor and lower-middle peasants, government cadres and revolutionary intellectuals. There are in all 31 teachers and work personnel in this school, and among them, 14 are selected from among the workers and poor and lower-middle peasants with practical experience, ten are government cadres, and seven are selected school teachers or graduates from universities or colleges. The teachers selected from among the workers and poor and lower-middle peasants are high in political consciousness and full of vigor and vitality. They have a rich store of practical experience. The theoretical lessons they teach are linked with practice and are popular and easy to understand, much to the welcome of the students. They form the backbone indispensable to the building of the new teaching ranks.

4. The specialties and courses set up are in complete accordance with the need of the three great revolutionary movements. There have been

set up at different times specialties in political science, agriculture, animal husbandry, electro-mechanical engineering, agricultural medicine and Chinese traditional medicine this year and last year. The courses set up are few but fine, and they provide the scientific knowledge and operational technique urgently needed by the current class struggle and agricultural, forestry, animal husbandry, sideline and fishery production.

5. The course of schooling is shortened. In the past, it took a student three years to graduate from a secondary agricultural technical school. After he was admitted to a school, he spent a long time to learn theory before he performed practical work, and was therefore divorced from reality. The "May 7" Labor School conducts study and practice side by side, and a students takes only about one year to graduate from it. The students trained by it are stronger than those trained by the old schools both in political thought and in operational skill.

Put Mao Tsetung Thought in Command, Make a Success Educational Work in Political Thought

"All work in a school is for the purpose of changing the thought of the students." The "May 7" Labor School of Kueip'ing hsien puts politico-ideological education ahead of all work, arms the minds of the teachers and students with Mao Tsetung thought, and helps them transform their own world outlook.

As regards the question of bringing proletarian politics to the fore and subjecting the teachers and students to politico-ideological education, some comrades of the revolutionary committee of the school at first entertained certain incorrect ideas. They thought that since the school was new, the students selected and sent there were all young people of good origin who had been tempered in the great cultural revolution, and the teachers were also selected from among the activists emerging in the great cultural revolution, it didn't matter much if we were a bit slack in ideological and political work. In view of such living thought, the revolutionary committee of the school held a study course in Mao Tsetung thought to study again and again Chairman Mao's theory of continuing the revolution under the dictatorship of the proletariat and relevant statements concerning the strengthening of ideological and political work and to study intensively the specific policy under which the "Anti-Japanese College" was run. It also organized people to go to the homes of the students to conduct investigation and study. By way of investigation and study, it was discovered that there were quite a number of erroneous ideas among the students--for example, "There is no future for 'from the commune to the commune," "learning technique is more desirable," etc. Everybody thus came to understand that although the students were of good origin and gave a good account of themselves, yet the school was not a "vacuum zone" and the class struggle in society would necessarily be reflected in the school. The view that we could be a bit slack with ideological and political work was actually a new tendency and new characteristic of the class struggle in the school under a new situation, an expression of the fact that the pernicious

influence of Liu Shao-ch'i's "theory of the dying out of class struggle" had not been completely wiped out. After understanding was raised, the revolutionary committee of the school grasped this central link of politico-ideological education and gave impetus to the development of various kinds of work.

They mainly grasped work in four respects as follows:

1. The teachers and students were given class education and education in the struggle between the two lines so as to raise incessantly their consciousness in the continuations of the revolution.

(1) In the light of the living ideas appearing among the teachers and students, their understanding was raised to the plane of the struggle in line. For example, when the school was first operated, the conditions were rather arduous, and some students--especially those from cities and towns and those accustomed to a better living standard--were unwilling to study in such an arduous environment. In the light of this living thought, the revolutionary committee organized the revolutionary teachers and students to study conscientiously Chairman Mao's teachings concerning "self-reliance" and "arduous struggle." They pointed out whether or not an arduous life was led was a principled question bearing on what line was consistently adhered to on the question of operating the school and what kind of people was fostered. Simultaneously with this, the revolutionary teachers and students were also organized to pay a visit to the exhibition of the school history of the "Anti-Japanese College" and to examine their own thought in contrast with the spirit of the "Anti-Japanese College." Because some students held that there was no future for "from the commune to the commune," the school invited old poor peasants to tell their family history and village history so as to make the students deeply understand that their ability to come to the school to study was a felicity bestowed on them by Chairman Mao and that "from the commune to the commune" was essential to fostering revolutionary descendants for the poor and lower-middle peasants and to the building of a socialist new countryside.

(2) In teaching and practice, in conjunction with the curricular content, the teachers and students were constantly given class education and education in the struggle between the two lines. For example, when "water" in the agricultural eight-point charter was taught in class, the commune and brigade cadres were invited to tell the crimes of renegade, hidden traitor and scab Liu Shao-ch'i in pushing the "doctrine of trailing behind at a snail's pace" on the question of constructing water conservation projects, and to tell how the vigorous construction of water conservation projects under the guidance of Chairman Mao's policy of "self-reliance" and "arduous struggle" brought bumper harvest and life of well-being to the poor and lower-middle peasants. When the teachers and students went to the countryside or a factory to conduct teaching or practice on the spot, they also invited the old poor peasants or old workers to tell the history of the village, the factory, the struggle between the two lines. By way of these activities, the teachers and students' class consciousness and consciousness in the struggle between the two lines were greatly raised.

2. The teachers and students were organized to undergo training through labor so that they might forever preserve the natural color of the laboring people. This school is different from the agricultural technical schools of the past in that, like the "Anti-Japanese College," its students carry out production as they study and its teachers carry out production as they teach. At the same time, the teachers and students were also organized to take part in the industrial and agricultural productive labor of the communes and production teams of the place. At first, some people thought that since they were of good origin and accustomed to physical labor, since the school was "from the commune to the commune," and since they came to the school principally to learn technique, it did not matter if they participated less in labor. The revolutionary committee of the school came to understand that unwillingness on the part of some students to take part in labor showed that they were still bedevilled by the exploiting class idea that "all callings are low except scholars." In the light of the living thought of the students, study courses in Mao Tsetung thought were held throughout the school to study Chairman Mao's teaching that "the system requiring cadres to participate in collective productive labor must be firmly adhered to" and to discuss the significance of such participation. The teachers and students came to realize that participation in collective productive labor is essential to continuing the revolution, to opposing and guarding against revisionism, and to consolidating the proletarian dictatorship. Since the inauguration of the school, all revolutionary teachers and students have looked upon collective productive labor as a compulsory subject and have transformed their own world outlook in labor. They said with deep understanding: "Our clothes are dirty but our minds are clean. Our faces are tanned but our hearts are red. Our soles have grown thicker, we have taken the correct road, and we have learned the ability to serve the people."

3. In accordance with Chairman Mao's teaching that "the successors to the revolutionary cause of the proletariat arise in the mass struggle and they grow to maturity and are tempered in the stormy revolution," the teachers and students were organized to go to the forefront of the three great revolutionary movements and to forge a red heart loyal to Chairman Mao in actual struggle. Last year, the school organized the teachers and students of the political class to take part in Party consolidation and Party building work in the countryside, organized the teachers and students of the agricultural class to take part in activities of the hsien to control insect pests with aircraft and promote agricultural production, and organized the teachers and students to take part in the anti-drought struggle to insure a bumper harvest. During the Spring Festival of this year, it also organized the teachers and students to take part in the river dredging engineering project at Chiyüt'an. The revolutionary teachers and students tempered themselves and raised their thought at the first line of the struggle.

4. The "four-good" movement was launched, and education on preparedness against war was intensified. In order to carry out to the letter Chairman Mao's great strategic policy of "be prepared against war, be prepared against natural disasters and do everything for the people" and his great call for "heightening one's vigilance in the defense of the fatherland," education on preparedness against war was listed as an important item of work of the school and was closely combined with the launching of

the "four good" movement. The teachers and students were organized to unfold various kinds of militia activities, to study Chairman Mao's great thought on people's war and the "four firsts" and "three-eight work style," and to establish the thought of be prepared at all times without relaxation. When the teachers and students went to another place to conduct practice, they went there neither by train nor by boat but on foot, and sometimes they walked seventy or eighty li a day. Tempered by various kinds of activities, the broad masses of teachers and students have solidly established the thought of preparedness against war and the revolutionary spirit of "fearing neither hardship nor death."

Firmly Adhering to the Principle of Operating the School on the Basis of "Three-in-One Combination" and "Three Adaptations," and Giving Birth to a New Teaching Method

In accordance with the great leader Chairman Mao's teaching--"This holds good for students too. While their main task is to study, they should in addition to their studies learn other things, that is, industrial work, farming and military affairs. They should also criticize the bourgeoisie."--the "May 7" Labor School combined education with productive labor, the teachers and students with workers and peasants, and theory with reality, and adapt education to the needs of the three great revolutionary movements, of preparedness against war, and of a leap in industrial and agricultural production.

The old secondary vocational schools alienated theory from practice. The revolutionary teaches and students of the "May 7" Labor School criticized and repudiated the old teaching method, implemented the three-in-one combination of teaching, production and scientific research, and adopted the teaching method of "inviting in," "going out," linking theory with reality and combining study with application.

1. As the content of teaching materials varies, teaching was conducted sometimes in the classroom and sometimes in the field. Sometimes, the teachers gave demonstrations as they lectured, and the students practiced what they were taught. Sometimes, things were explained and performed by the students, and were summed up by the teachers in the end. For example, when the agricultural class was taught lessons on sugar-cane, an old peasant gave demonstrations as he lectured on operational methods in connection with the selection of sugar-cane, disinfection and hastening of sprouting. After hearing the lecture, the teachers and students got going together. They studied, performed and summed up what they had been taught, and the theory was finally explained to deepen understanding. Lessons taught in this way are understood at once by the students. They are learned creatively and firmly borne in mind, thus yielding good results.

2. Mao Tsetung thought was put in command and materials of instruction compatible with the need of the three great revolutionary movements were compiled. They first asked workers, poor and lower-middle peasants, technicians or school teachers to teach in class, to relate practical experience and to pass on theoretical knowledge. After the things taught were put into practice by the students, they were then summed up by the workers, poor and

lower-middle peasants and revolutionary teachers and students and compiled as materials of instruction. In some cases, materials of instruction were first compiled by teachers for collective discussion. After they were explained in class, they were discussed and revised again and printed for distribution to the students. The teaching materials of the school were incessantly revised, reinforced and improved according to the uninterrupted development of the situation and the need of the three great revolutionary movements in the countryside.

3. As things were learned, they were put into application, and field demonstrations within the school were combined with practice outside the school.

Without exception, the teachers and students of various specialties participated in labor and conducted scientific experiments in the farms group by group and stage by stage. The students of the agricultural class regarded the farm as their own campus for conducting field demonstrations, and they went to the farm to put what they learned into practice. The revolutionary teachers and students of the agricultural machine class brought into play the spirit of daring to think, act and make revolution. They relied on their own efforts to build a machine repairing plant which besides serving school teaching also performed a good deal of overhauling work for more than 800 rice-transplanting machines, more than 20 tractors and other farm machines and implements in the place. The teachers and students of the rural medical class founded the "June 26 Service Station" in accordance with Chairman Mao's teaching, "In medical and health work, put the stress on the rural areas." They treated diseases for the poor and lower-middle peasants as they studied, thus offering conveniences to the masses and enriching their teaching content and clinical experience.

Besides conducting study and practice within the school, they also walked out of the school to the broad world of the countryside. They regarded the workers and peasants as their teachers and the countryside as the classroom, and they repeatedly studied, applied and examined the knowledge they had learned in the three great revolutionary movements. The students emphasized the consolidation and deepening of the scientific knowledge learned in school by way of "application." Meanwhile, in the course of serving the poor and lower-middle peasants, they were re-educated, and they established the thought of carrying out the revolution the rest of their lives in the countryside. The revolutionary teachers and students of the political class spent more than three months in Party consolidation and Party building work in the countryside. They ate together, lived together, worked together, fought together and discussed things together with the poor and lower-middle peasants. They creatively studied and applied Mao Tse-tung thought in the heat of the class struggle, thus giving impetus to the struggle-criticism-transformation in the countryside and tempering and transforming themselves. The teachers and students of the animal husbandry and veterinary class went deep into six communes to cure a large number of sick animals and fowls for the poor and lower-middle peasants during the six months long probationary period spent outside the school. The school also organized the revolutionary teachers and students to go to Lungt'ang and Shuangching brigades to train tractor hands for the poor and lower-middle peasants.

Because this school consistently adheres to the policy of combining education with productive labor, the teachers and students with the workers and peasants and theory with practice, it has, by way of conducting study in classroom and practice in society and undergoing the ordeal of class struggle, trained a number of laborers with socialist consciousness and culture. Through study and practice, the teachers and students have greatly raised their political consciousness. Contrary to the conditions of the students of the old schools who were alienated from reality, the students of the agricultural class have now mastered all knowledge concerning the planting of rice, sugar-cane, maize and peanut and all basic techniques for conducting scientific experiments. They have learned to use rice-transplanters and garden tractors. The students of the rural medical class have learned a new way to treat diseases with acupuncture and some fundamental knowledge in the treatment of diseases with Western and Chinese traditional medicines and Chinese medicinal herbs. They are able to distinguish and use more than 200 varieties of Chinese medicinal herbs, and treat the common diseases in the countryside. The existing teachers have also been tempered and transformed in the practical struggle. They have tasted the sweetness of taking the road of forming one with the workers and peasants and have also greatly raised their ability to carry out teaching in coordination with reality.

By way of tempering themselves in this great revolutionary crucible and participating in the practice of the three great revolutionary movements in the countryside, the teachers and students of the "May 7" Labor School have deeply come to understand that the countryside is a broad world and they must make up their mind to become red and expert in the countryside, to carry out revolutionary in the countryside the rest of their lives, and to make their own contributions to the Chinese revolution and the world revolution.

The investigation unit of the Revolutionary Committee of Yülin Administrative District and the Revolutionary Committee of Kueip'ing hsien

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The Road of the "May 7 Directive" Grows Ever Broader

- an investigation report on revolution in education at the First Middle School, Kut'ien hsien, Fukien

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

Our great leader Chairman Mao points out: "Education must serve proletarian politics and must be integrated with productive labor." Helped by the workers' propaganda team stationed at school, the revolutionary committee of the First Middle School of Kut'ien hsien conscientiously and consistently adhered to Chairman Mao's proletarian policy of revolution in education, intensively carried out revolutionary mass criticism, unswervingly followed the road of the "May 7 directive," relied on its own efforts and braved hard and bitter struggles to build bases for learning industrial work and farming within the school. At the same time, it hooked up the school with factories and teams, engineered activities to learn industrial work and farming in an organized and planned manner, insured the three-in-one combination of teaching, productive labor and scientific research, and thoroughly changed the state of "alienation from three things" that seriously affected the old schools. By way of accepting re-education by workers and poor and lower-middle peasants and of tempering themselves in the hard way in the three great revolutionary movements, the broad masses of teachers and students have profoundly changed their spiritual outlook and transformed their world outlook, and the whole school is full of vigor and vitality.

Three Rounds of Struggle

Chairman Mao teaches us: "Correct political and military lines do not emerge and develop spontaneously and tranquilly, but only in the course of struggle." ("Problems of Strategy in China's Revolutionary War") Unswervingly taking the road of the "May 7 directive" is a great revolution on the educational front. It necessarily would be undermined by a handful of class enemies and interfered with by various erroneous ideas. In the course of carrying out to the letter Chairman Mao's "May 7 directive" and of learning industrial work and farming, First Middle School of Kut'ien has gone through three rounds of struggle.

The first round of struggle was symbolized by whether or not the road of the "May 7 directive" should be taken. After the school was reopened in September last year, the workers' propaganda team and the school revolutionary committee adopted the decision in firmly carrying out to the letter Chairman Mao's "May 7 directive" and organizing the teachers and students to learn industrial work and farming. However, because this school was deeply affected by the pernicious influence of the revisionist educational line in the past, this decision was boycotted by a section of people. The workers' propaganda team and the school revolutionary committee held that whether or not the road of the "May 7 directive" was taken was a question of principle bearing on what banner should be held aloft, what road should be

taken, what kind of school should be run, and what kind of successors should be fostered. Therefore, they organized the teachers and students of the whole school to study again and again Chairman Mao's "May 7 directive" and other instructions relevant to the revolution in education, to criticize and repudiate renegade, hidden traitor and scab Liu Shao-ch'i's counter-revolutionary revisionist line in education, and to discuss the specific question of whether or not the road of the "May 7 directive" should be taken. At the same time, all people were mobilized to recall the experience and lessons gained and learned in the educational revolution in 1958.

At that time, acting in accordance with the great leader Chairman Mao's instruction, the revolutionary teachers and students had operated factories and farms, thus playing the role of promoting teaching reforms and the transformation of the world outlook of the teachers and students. However, the capitalist roaders of the former hsien committee did all they could to offer opposition. They chopped away at one stroke all the factories and farms operated by the school, and brought the school back to the old road of "alienation from three things--the teachers just taught according to books and what they taught was void of content; the students recited the textbooks and they became more and more stpuid.

Chairman Mao's thought on revolution in education shed light on the hearts of the revolutionary teachers and students and the experience of history heightened their consciousness in the struggle between the two lines. The teachers and students firmly declared: "Liu Shao-ch'i's road of 'alienation from three things' is a blind alley leading to revisionism, and we firmly reject it. The road of the "May 7 directive" charted by Chairman Mao is a royal road, and we are resolved to follow it to the end."

The second round of struggle was symbolized by whether the school should stretch its hands to the higher level or give a hand itselfin operating factories and farms. Cowering before difficulties, some people declared: "A good daughter-in-law cannot cook without rice, and since we have neither money nor material supply, we can do nothing." Some people suggested: "Let the state build factory premises and send us technical personnel. Ask the higher level for money and the commune and teams for land." They drew up a plan that called on the state to allocate the sum of more than 10,000 yuan for building factories. In the light of these living ideas, the workers' propaganda team and the school revolutionary committee organized all people to study conscientiously Chairman Mao's teachings concerning "self-reliance" and "arduous struggle." They penetratingly carried out revolutionary mass criticism and made up their minds to be the proletarian "faction that gives a hand" in braving hard and bitter struggles rather than the bourgeois "faction that stretches out its hand" to reap the spoils of victory. They brought into play the revolutionary tradition of the "Anti-Japanese College." Since there were no factory premises, they built them with old timber. Because they had no machines, they went to the dump to look for inserviceable machine parts, repaired them and fitted them together. Because they had no land, they went to the mountains ten li away to reclaim land. Since they had no technical personnel, they sent men

to factories to learn. On the strength of a red heart and a pair of hands, they took only a little more than half a month to start their own machine shop, carpenter's shop, farm, pig farm, and white fungus and mushroom farms, thus establishing bases for learning industrial work and farming within the school.

The third round of struggle was symbolized by whether learning industrial work and farming was simply for the purpose of doing manual work or should lay emphasis on transforming the thought of the students. After the whole school set out to learn industrial work and farming, because a section of teachers and students failed to study adequately and understand deep enough Chairman Mao's instructions, there appeared for a time the erroneous tendency to see only things but not human beings and to grasp only production targets but not ideology. The workers' propaganda team and the school revolutionary committee opportunely convened on-the-spot meetings and held study courses. They organized the broad masses of teachers and students to study again and again Chairman Mao's "May 7 directive" and his teachings that "political work is the life-blood of all economic work" and that "all work of the school is for transforming the thought of its students," and to criticize fiercely Liu Shao-ch'i's "production first" and other revisionist contrabands, thus making everybody understand that learning industrial work and farming was not merely for performing productive labor, but for the more important purpose of tempering people and transforming their world outlook. After a fellow student of the class raised his understanding, he not only worked painstakingly and skillfully in a down-to-earth manner and opportunely accomplished the task of land reclamation, but also took the initiative to organize a section of fellow students to help other classes carry out heavy and difficult work.

By way of these three rounds of struggle, we have profoundly come to understand that only by bringing proletarian politics to the fore, persisting in taking Mao Tsetung thought as the weapon, conducting deep-going and sustained mass criticism and overcoming the interference of various erroneous ideas can learning industrial work and farming advance incessantly in the direction of Chairman Mao's "May 7 directive."

Tempering Themselves and Growing to Maturity in the Course of Learning Industrial Work and Farming

After crude bases for learning industrial work and farming were established with indigenous methods inside the school, the workers' propaganda team and the school revolutionary committee utilized these bases to the full extent for implementing the three-in-one combination of teaching, productive labor and scientific research and as classrooms for carrying out practice and transforming the thought of the teachers and students according to Chairman Mao's "May 7 directive."

Their concrete work methods were:

Learning industrial work and farming in coordination with teaching materials. When class was held to teach the "threshing machine" for example, besides explaining the structure of the threshing machine and its theory of operation to the students in class, the teachers also accompanied the students to the machine workshop operated by the school. There the student got along to study the manufacture, installation and fitting together of the parts of the threshing machine themselves under the guidance of the master workmen. This way of proceeding from the classroom to the factory, from theory to reality, and of conducting study and practice again and again not only enabled the students to learn theories concerning the threshing machine and deepen their understanding of the principle of the lever, of mechanical efficiency and other scientific knowledge, but also gave them training in technique and enabled them to grasp preliminarily skill for the installation and general maintenance of the threshing machine, thus truly combining study with application and putting knowledge into application.

Learning industrial work and farming in coordination with problems in production. When the provincial revolutionary committee called for vigorous development of pig breeding last year, they taught feeding pigs with carbohydrate ahead of schedule. They experimented with the making of fermented feed at the pig farm operated by the school, opportunely solved the question of feed for the pig farm operated by the school, and also popularized the manufacturing method outside the school for better serving production. Because of the prolonged low temperature and rainy weather in the spring of this year, early rice suffered seriously from the rot, and this was an urgent problem that must be solved by the farm operated by the school in the battle for grain. They invited the poor and lower-middle peasants to the school to pass on the technique of "cultivating seedlings with steam," and lead the teachers and students to carry out on-the-spot teaching at the farm operated by the school. With the assistance of the poor and lower-middle peasants, the technique of "cultivating seedlings with steam" was quickly learned, and the knowledge of agricultural production not found in books was mastered.

With the factories and farms operated by the school as bases for implementing the three-in-one combination of teaching, productive labor and scientific research, First Middle School of Kut'ien has changed the past state of "alienation from three things" marked by "learning farming from books, operating machines on the blackboard, teachers explaining theories and students learning definitions by rote," thus vigorously promoting the ideological revolutionization of the teachers and students and raising the level of cultural knowledge. The students said in reflection: "Things taught in this way are understood, quickly learned, firmly remembered and put into application by us."

Chairman Mao taught us: "Many things cannot be learned from books alone but must be learned from producers, from workers, from poor and lower-middle peasants." ("Speech at the Chinese Communist Party's National Conference on Propaganda Work") Simultaneously with operating factories and farms within the school, First Middle School of Kut'ien also adopted the method of hooking up the school with factories and production teams,

and organized in a planned manner the departure of the teachers and students from the school for factories and the countryside. They went to factories and production teams periodically according to the content of teaching. During the production seasons, generally the busy seasons of spring planting, summer harvesting and autumn harvesting, the teachers and students were organized to go to the countryside and spend about ten days in production teams on each occasion. When going to factories and the countryside, the broad masses of revolutionary teachers and students creatively studied and applied Mao Tsetung thought, had themselves re-educated by the workers and poor and lower-middle peasants, and steeled their red art and skill for serving the people.

There was a student who harbored the idea of "schooling is useless" when he first came to the school. After he went to the production team to do manual work, shared meals and recalled past bitterness together with the poor and lower-middle peasants, and heard the latter tell their history that was soaked with blood and tears, he thought of the tragic history of his own family, deepened his hatred against the old society, further aroused his fervent love for the new society, and greatly raised his consciousness of the class struggle and of learning for the revolution.

When another student came to the factory to do manual work, he saw a master workman scalded by molten iron, and he thought of leaving in view of the danger of such work. However, when he found that the master workman still persisted in production, he was taught a grest lesson. He thought that since the master workman could "fear neither hardship nor death" for the revolution, why couldn't he do the same? He therefore bravely took up the work of pouring molten iron into dies. In his subsequent trips to the factory to do manual work, he consciously asked for heavy and difficult work and was commended by the master workman.

There was a teacher who always thought in the past that he had technical knowledge because he was a graduate from an industrial technical school. However, when the lathe was installed at the factory operated by the school, he felt he was helpless when confronted by a large pile of machine parts. In the end, the lathe was installed under the guidance of master workmen. Having educated by the facts, this teacher made up his mind to learn from the workers and lower-middle peasants so that he might honestly get re-educated and closely follow Chairman Mao to make revolution.

The teachers and students remarked with deep understanding: "Going to factories and production teams is a good crucible for re-educating oneself and transforming one's world outlook, a good classroom for increasing one's knowledge of socialist culture."

The practice of First Middle School of Kut'ien shows that to follow Chairman Mao's "May 7 directive," implement the operation of factories by the school and the hooking up of the school with factories, implement the operation of farms by the school and the hooking up of the school with productive teams, learn industrial work and farming in an organized and planned

manner, and integrate political and ideological education with the successful learning of cultural knowledge, theory with practice, curricular activities with extra-curricular activities in teaching is the fundamental way to promote the broad masses of teachers and students to transform their world outlook and take the correct road of forming one with the workers and peasants, and to enable the students "to develop morally, intellectually and physically and become laborers with both socialist consciousness and culture."

Over the past year, guided by the great leader Chairman Mao's educational policy, the road of the "May 7 directive" taken by First Middle School of Kut'ien has grown broader and broader, and profound changes have occurred in the thoughts and feelings and the spiritual outlook of the broad masses of revolutionary teachers and students. They penetratingly criticize and repudiate the "theory of getting learned in order to be an official, establish the thought of regarding labor as honorable and of finding joy in hardship, and strive to temper the revolutionary spirit of "fearing neither hardship nor death." They educate themselves with the idea that workers should work for the revolution and poor and lower-middle peasants should till land for the revolution, and establish the idea that teachers should teach for the revolution and students should study for the revolution. In sympathy with the deep-going development of the revolution in education, this school is endeavoring to sum up experiences, look for difference, and are resolved to continue with the revolution and march forward forever along the road of Chairman Mao's "May 7 directive."

The Revolutionary Committee of
Ku'tien Hsien

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A Middle School That Serves the Three Great Revolutionary Movements

- Report of an investigation on K'ueits'un Agricultural Middle School, Hsuch'ang hsien, Honan

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

(Resume: Taking the road of school management pointed out by Chairman Mao, this school has carried out reforms in four respects: enrollment, academic system, examination, and vacation. It has trained a batch of laborers with socialist consciousness and culture for the consolidation of the dictatorship of the proletariat and the building of a new socialist countryside.)

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The K'ueits'un Agricultural Middle School in Hsuch'ang hsien was one personally founded by Comrade Yang Shui-ts'ai (楊水才) in September 1963. Since its inception, the school, following Chairman Mao's great teaching that "education must serve proletarian politics and be coordinated with productive labor," and under management by poor and lower-middle peasants, has produced a group of new-born forces for the building of socialism, thereby impelling the development of the three great revolutionary movements in the rural areas. Said the poor and lower-middle peasants: This school is one that undertakes creative study and application of Mao Tsetung thought, an experimental station for the popularization of advanced farm experiences, and a good place for the training of farm technicians.

Taking the Road of School Management Pointed Out by Chairman Mao

This school was founded and developed in the course of an acute struggle waged by the masses of poor and lower-middle peasants against the revisionist educational line of the renegade, hidden traitor and scab Liu Shao-ch'i.

Since the great proletarian cultural revolution was initiated and particularly since the publication in 1968 of Chairman Mao's directive that "in the rural areas, schools should be managed by the poor and lower-middle peasants--the most reliable ally of the working class," a powerful impetus has been given the masses of poor and lower-middle peasants and the revolutionary students and teachers in the agricultural middle school in K'ueits'un village. Holding high the banner of revolutionary mass criticism, they sternly criticized Liu Shao-ch'i's counter-revolutionary revisionist educational line, further strengthened the leadership of the poor and lower-middle peasants' management committee over the school, and firmly grasped the power in education.

However, "the defeated class still struggles." Just as they were deeply criticizing the renegade Liu Shao-ch'i's counter-revolutionary

revisionist fallacies such as the "theory of going to school in order to become an official" and just as the prospective graduates were actively preparing to return to their production teams to engage in farm production, a gust of evil wind was stirred up in society. A small pack of class enemies took the opportunity to incite the students, saying: "Students of the agricultural middle school know nothing but how to labor. This time they are going to face the test with maize threshers and grafting knives!"

Under the influence of this foul wind, some who were more infected with the revisionist educational line complained that the agricultural middle school was "not regular" and that the things one learned were "not systematic," and therefore they demanded the establishment of what they called a regular school.

In view of this, the hsien revolutionary committee analyzed and studied the problems with the commune revolutionary committee and the poor and lower-middle peasants' management. This was, they concluded, a continuation of the struggle between the two classes, two roads and two lines, reflecting the fact that some still hankered after the old educational system.

The hsien and commune revolutionary committees immediately grasped this problem and organized the poor and lower-middle peasants and revolutionary teachers and students to make a creative study and application of Mao Tsetung thought, to strongly criticize the counter-revolutionary revisionist educational line of the renegade, hidden traitor and scab Liu Shao-ch'i, and to look back to the course taken by Comrade Yang Shui-ts'ai in leading the poor and lower-middle peasants to set up the agricultural middle school. This considerably raised the class consciousness and the consciousness of struggle between the two lines on the part of the masses of poor and lower-middle peasants and revolutionary teachers and students. They said: It is an excellent thing that our agricultural middle school was founded on Chairman Mao's educational line and persists in serving the poor and lower-middle peasants and the three great revolutionary movements!

After revolutionary mass criticism, both the masses of poor and lower-middle peasants and the revolutionary teachers and students indicated that they would, following Chairman Mao's great teachings and taking the road of his "May 7 directive," turn the agricultural middle school into one on the model of the "University of Resistance against Japan." "Going to school for the sake of the revolution" and "farming for the sake of the revolution" have become new social habits. The masses of poor and lower-middle peasants regard teaching their children to farm and raising them to prevent revisionism as their own duty. They vie with one another in sending their children to the agricultural middle school for study and labor.

Setting Up a New Teaching System

This school has reformed the old educational system and set up a new one in accordance with Chairman Mao's great teaching that "the period of schooling must be shortened and a revolution in education must be carried out" and "with the main emphasis on study, other things should also be learned."

1. Enrollment. Students are enrolled without regard for their cultural level, all year round (no seasonal enrollment) and irrespective of whether they are cadres or commune members. They are sent to the school by the poor and lower-middle peasants on the latter's request, in accordance with the needs of the three great revolutions and with the approval of the poor and peasants' management committee. They come from and return to the production teams.

Among the students are ones in their early teens who make study their principal occupation and at the same time learn other things, and also old poor peasants in their fifties who aim at acquiring specialized technical knowledge (for instance, grafting of fruit trees, farm machinery techniques, and scientific experiments in farming). After their admission, they will first study the "three constantly read articles" ["Serve the People," "The Foolish Old Man Who Removed the Mountains" and "In Memory of Norman Bethune], hold meetings to discuss the results of their study and application of these works, fight self and criticize revisionism, and adjust their thinking on study for the sake of serving the three great revolutionary movements. Moreover, they participate in collective productive labor at regular periods. Then, on the basis of their different conditions, they are put in different classes. The key subjects will be determined and teaching begins.

2. Academic system. It is extremely flexible. There are two-year long-term classes as well as short-term classes that last several months or even a few days. In the main, the length of a class is dictated by the needs of the three great revolutionary movements. A class may be long or short as the needs determine, and long-term classes are coordinated with short-term ones.

For the long-term classes, the emphasis is placed on study while other things are also to be learned. While studying well the socialist cultural lessons, the students will study the technical lessons required by local farm and forestry production. Upon graduation, they will return to their production teams to take part in productive labor and the work of their teams.

Short-term classes are not restricted by the schooling system. Students are sent to the school or taken back to their production teams whenever this is dictated by the needs of the revolution and production. Take an example. K'ueihsi No. 7 production team required the services of a bookkeeper, and the school let a student graduate in advance and return to the production team to be a bookkeeper. His diligence and ability to keep proper accounts has endeared himself to the poor and lower-middle peasants.

For the past several years, in compliance with the requests of the poor and lower-middle peasants, a total of 37 students were graduated in advance in order to return to their production teams to be team leaders, bookkeppers, storekeepers, or militia cadres. This strengthened the building of basic-level leading groups.

In the case of short-term classes, various types of training classes are held by separate groups for purposes of training propaganda forces and technical personnel for the production teams. Every time a training class is held, proletarian politics is put to the fore. As the first lesson, the "three constantly read articles" are studied, and the first meeting held is one to fight self and criticize revisionism. Hence, although the class is short in duration, the students are able to acquire the idea of serving the people and relatively efficient techniques.

In winter last year, an upsurge of electrification swept the countryside, entailing the need for large numbers of electricians. Thereupon, the agricultural middle school set up a training class for electricians. In all, 38 electricians were trained for 14 production brigades. The difficulties created by the shortage of electricians were thus solved initially.

When the masses demanded to be taught to sing revolutionary songs, the school immediately set up short-term training to teach revolutionary songs, producing more than 400 singers for the 28 production brigades of the commune.

3. Examination. The school has eliminated classroom examinations. Instead, it attaches importance to the performance of the students in their daily creative study and application of Mao Tsetung thought, in their fight against self and criticism of revisionism and in their productive labor. Putting into practice the principle of integrating theory with practice, it tests the students in the course of practice and let practice determine the results of study.

For example, electrical study-workers with practical experience were invited to be teachers. Beginning with the planning, installation and overhaul of circuits and ending with switching of lights and starting motors, field teaching was closely integrated with practice. The students learned and applied what they had learned simultaneously.

Thus practice is an examination. When the grafting of fruit trees is studied, the entire process of the selection of ears, the care of shoots, and the sprouting of shoots is taken as a period of examination. Those who are serious about the care of shoots and bring about a high rate of survival of strong shoots are considered as passing the examination; otherwise, they will be required to continue practice in the second year of grafting.

Such a kind of examination not only makes it possible to have theory better guide practice and for practice to enrich theory, but also makes it possible more effectively to cultivate in the students the revolutionary spirit of thoroughly and completely serving the people.

4. Vacation. The vacation system here is not determined by the winter and summer seasons. It is determined by the needs of the three great revolutionary movements in the rural areas. The principle of vacation is this: "There are no fixed vacations, they are determined by the busy and slack seasons. During slack seasons there will be concentrated studies, while in busy farm seasons more time will be devoted to practice."

During the slack winter season, the students often study up to the 28th or 29th of December of the lunar calendar before they have holiday, and go back to school on the 3rd or 4th of January. When a busy farm season sets in, they go on holiday in advance, so that they may during labor directly be educated and tested by the poor and lower-middle peasants. They see their vacation as the continuation of their classroom learning in the agricultural middle school. Whether they are good in thinking, active in labor, or are capable of integrating study with practice is left to the judgment of the poor and lower-middle peasants.

The school takes the opinions of the poor and lower-middle peasants on the students as opinions for the school itself. It does persistently what satisfies the poor and lower-middle peasants and immediately corrects the errors pointed out by them. It resolutely does all things at the request of the poor and lower-middle peasants for the three great revolutionary movements.

After the publication of the Communique of the 9th Party Congress, the school organized the students to make a serious study of it and let them return to their teams to carry out propaganda activities. During summer vacation last year, the cotton and maize fields were attacked by pests. Some production teams did not see a serious danger in this and did not think of cure. Others wanted a cure but did not know how.

In the light of the harm done by the pests and the requests of the poor and lower-middle peasants, the school twice recalled the students from vacation and took them to the big fields to check the damage done by the pests, explaining to them the methods of prevention and cure before they resumed their vacation. After they returned to their teams, under the guidance of the team cadres, they mobilized the masses to unfold activities of killing pests, which were quickly eliminated. This was greatly appreciated by the poor and lower-middle peasants.

Results of the Past Seven Years

For the past seven years, the school has produced 158 students by its long-term classes. A total of eight short-term classes were held and attended by 1,018 students. Most graduates from the agricultural middle school have now become dependable successors to the revolutionary cause on various fronts. In the past several years the agricultural middle school selected 35 outstanding graduates to gloriously join the Chinese People's Liberation Army. On the recommendation of the poor and lower-middle peasants, the higher up approved the return of 18 graduates to their teams to become basic-level cadres. Eleven graduates were made instructors for the study of Chairman Mao's works. And the rest were appointed respectively as teachers, farm and forestry technicians, electricians, or bookkeepers. Loyal to Chairman Mao, to Mao Tsetung thought and to Chairman Mao's proletarian revolutionary line, they constitute a backbone force for the consolidation of proletarian dictatorship in the rural areas, and the building of a new socialist village.

Tayang production brigade was a backward brigade where the class struggle was very complicated. A poor-peasant graduate from the agricultural middle school returned there in 1965 to become a deputy secretary of its League branch. Bearing firmly in mind Chairman Mao's teaching "never forget about the class struggle," in the course of the great proletarian cultural revolution, he led the masses to mount a violent attack against the small handful of class enemies, seizing the land deeds which evil rich peasant elements had kept for more than 20 years, and exposing the crimes of speculative elements in wooing and corrupting cadres. The poor and lower-middle peasants unanimously elected him to be the secretary of the brigade Party branch and chairman of the revolutionary committee. By his creative study and application of Mao Tsetung thought, taking the lead in every field, setting himself as example, and putting proletarian politics to the fore, he has brought marked changes in the outlook of the brigade.

Revolutionary teachers and students of K'ueits'un agricultural middle school have inherited and carried forward with the poor and lower-middle peasants' good ideas of hard work and plain living, warm love for labor and for the collective. Manure buckets on their backs and hoes in their hands, they have preserved the features of the poor and lower-middle peasants. They take Comrade Yang Shui-ts'ai as an example to drive themselves. Afraid of neither hardship nor death, they vie with each other doing heavy jobs.

One day last year, when they were watering the fields to resist the drought, suddenly a machine chain fell into a well. Ignoring the depth of the well and the coldness of water, some students plunged into the well to salvage the chain, thereby insuring the normal carrying out of the anti-drought operation. Some cared so much for every blade of grass or a collectively owned tree that they were praised by the poor and lower-middle peasants as "Red housekeepers." Happily the poor and lower-middle peasants said: "Students from the old school were interested only in food and clothing, but students of our agricultural middle school cherish labor and defy hardship. Having such good offspring, we need not worry."

As the agricultural middle school has clearly established the policy of serving the three great revolutionary movements, it has actually become an agricultural scientific experimental center for the entire commune and enhanced the reform of farm techniques and scientific farming. New problems about the reform of techniques in big-field production are first examined and solved here, and it is also here that advanced farm techniques from other areas are first tested and then applied in the fields.

Some production brigades did not grow maize before, and the agricultural middle school on its own initiative undertook to create for them the experience in growing high-yield maize. After years of experiments, it has finally created a record output of over a thousand catties of double-cropping maize per mow and a record output of 225 catties of ginned cotton per mow. In the last several years also, the agricultural middle school brought in 70 fine strains of food crops such as wheat and sweet potatoes, and after experiments, 26 of these have been popularized. This has effectively raised the development of agricultural production.

The students of the school, having learned a set of useful techniques and returned to their teams to work, are also farm technicians and pace-setters for reform of agricultural techniques. They are indispensable for high yields of grain and cotton, grafting and cultivation of fruit trees, installation of wire, repair of machines.

Today, K'ueits'un Agricultural Middle School is summing up its experience, developing its achievements, and overcoming its drawbacks. It is determined to make new contributions to the building of a new socialist countryside.

Investigation Team of Hsuch'ang District
Revolutionary Committee and Hsuch'ang
Hsien Revolutionary Committee

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Four Kinds of New-Type Schools

- Comprehensive Report on Four Kinds of Short-Term Schools of Industry, Agriculture, Health and Teacher Training Set Up in Various Hsien (Cities) in Kwangtung Province

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

In accordance with Chairman Mao's great strategic policy of "preparedness against war, preparedness against natural disasters, and doing everything for the people" and his great teachings concerning the educational revolution, the various hsien (cities) in Kwangtung Province, during the upsurge of the socialist revolution and socialist construction and displaying the revolutionary spirit of self-reliance, have set up 298 short-term schools of industry, agriculture, health and teacher training. Of these, 59 are schools of industry, 60 schools of agriculture, 72 schools of health, and 107 schools of teacher training. More than 26,000 students were selected from among workers with practical experience, poor and lower-middle peasants, and functioning teachers.

These new-type schools are run along lines of diligence and economy with Chairman Mao's "May 7 directive" as the guideline. They put proletarian politics to the fore, and are geared to the practice of the three great revolutions. They are actively cultivating scientific and technical forces and teachers' contingents of the proletariat, and as such are welcomed by the masses of workers and poor and lower-middle peasants.

Urgent Needs of the Three Great Revolutionary Movements

In the wake of the development of the socialist revolution and socialist construction, how to cultivate rapidly scientific and technical forces and teachers' contingents of the proletariat is a problem that has to be solved urgently in the entire movement of struggle, criticism and transformation. From their investigations and studies, the various hsien (cities) revolutionary committees in Kwangtung Province found that large groups of new-type scientific and technical personnel and teachers are needed in various areas for the current large-scale development of local industries, the carrying out of technical innovations in a big way, the realization of farm mechanization, the initiation of scientific farming, the implementation of the cooperative medical service, and the development of socialist education. But the present scientific and technical forces and teachers are far from meeting the needs. Ch'engt'ien production brigade of Shihtan commune, Tsengch'eng hsien, had more than 20 machines for farm use, but not a single person there could repair them. The result was that every time when a machine broke down, it had to be taken to the hsien town for repair. Fuch'eng commune of Shihhsing hsien last year set up nine junior middle school classes attached to the primary school, but because of the shortage of teachers, six of them had to be suspended temporarily.

It is the urgent wish of the poor and lower-middle peasants to have these four kinds of schools--schools of industry, agriculture, health and teacher training--to meet the needs of the three great revolutionary movements.

In the past, because the renegade, hidden traitor and scab Liu Shao-ch'i pushed the counter-revolutionary revisionist line, in some places the technical power was not in the hands of the workers and poor and lower-middle peasants. When Paip'u commune of Tzuchin hsien decided to build a water diversion project in 1963, an impractical blueprint was drawn up by a bourgeois "specialist." It took six years, a large amount of labor power, and a State investment of 300,000 yuan to build, but the result was that the whole project had to be scrapped. The former farm mechanic of Yapu brigade of Tungfeng commune, Tsengch'eng hsien, took a reactionary stand. He would go to a landlord's house to fix the electric lights which had gone out of order, but turned a blind eye to the breakdown of any machine of the brigade. The poor and lower-middle peasants said angrily: "If we do not hold the technical power in our hands and train our own technicians and teachers, we shall not be able to thoroughly defeat the bourgeoisie or consolidate the state power of the proletariat."

These stark facts made the revolutionary committees at various levels and the broad masses see that the needs of the three great revolutionary movements form the basis for the setting up of these four kinds of new-type schools and that effort must be made to set them up.

Setting Up Four Kinds of New-Type Schools Successfully Constitutes a Deep-Going Revolution

Chairman Mao teaches us: "Education must serve proletarian politics and must be integrated with productive labor." These schools are run along the line of this teaching.

1. Persist in putting proletarian politics to the fore.

In accordance with Chairman Mao's teaching that politics is the commander and the soul, they place first creative study and application of Mao Tsetung thought. To change the thinking of the students is regarded as the most fundamental task of the school. The first lesson to be studied when the school opens consists of Chairman Mao's brilliant "three constantly read articles," with a view to helping students to get the idea of studying for the sake of the revolution.

In view of the living ideas of the students who "attach more importance to techniques than to politics," the various schools organize them to undertake creative and application of Chairman Mao's great theory of continuing the revolution under the dictatorship of the proletariat, hear the "three kinds of histories" from the workers and poor and lower-middle peasants, launch debates on whom to study for, and criticize strongly Liu Shao-ch'i's fallacies of "going to school in order to become an official," "putting techniques in the first position," and "putting professional work in the first place." Thus the students are enabled to raise their consciousness

of continuing the revolution and forever preserve the features of the laboring people. Forty-eight of the 69 students of the industrial school of Tsengch'eng hsien have been named "five good" students. Happily the poor and lower-middle peasants remarked: "Students of the new-type school study and apply Mao Tsetung thought creatively. We welcome them most!"

2. Teaching geared to the three great revolutionary movements.

The schools are operated at the front line of the three great revolutions. Industrial schools are set up in advanced factories, agricultural schools in advanced communes or teams, schools of health in hospitals or areas with excellent results of the cooperative medical service, and teacher training schools in advanced units of the educational revolution. This is not only helpful to the teachers and students in receiving reeducation from the workers and poor and lower-middle peasants, but also makes it possible to make full use of society generally to carry out teaching.

In the past, "foreign textbooks" were used in technical schools, but they were not really needed. Now, the contents of teaching in the four kinds of schools are based on reality and serve the three great revolutions directly. The industrial school of Fukang hsien, in the light of local agricultural needs for "four changes," set up a Mao Tsetung thought course, an industrial knowledge course, a productive labor course, and a military sports course. It requires the students to strive to raise their consciousness of continuing the revolution and grasp the basic mechanical and electrical knowledge. Emphasis is placed on learning to operate farm machines which are in common use in the local areas so as to serve the building of a new socialist countryside. The health school of Tzuchin hsien has in the course of teaching given special attention to medicinal herbs, to new methods of acupuncture, and to common rural diseases, and actively worked for the consolidation of the cooperative medical service.

The academic period of these four kinds of schools is mostly three months or half a year. In the course of teaching, serious attention is paid to the enforcement of the principle of coordination of theory with practice and to changing the phenomenon of learning by rote in the old schools. The industrial school of Tsengch'eng hsien first lets the students learn in the classroom and workshop to operate and repair farm machines in common use and then lets the workers and teachers take them to the countryside, thereby moving the classroom to the fields or machine rooms. In the day time, the students repair machines for the poor and lower-middle peasants and in the evening the workers explain to them about the problems encountered in the course of repair so that the students may acquire true techniques from practice. The agricultural school of Tsengch'eng hsien not only operates a farm and carries out more than 20 scientific experiments but also sends its teachers and students to the production teams to popularize advanced techniques and to learn and apply at the same time. Many schools also engage indigenous specialists as teachers and unfold mutual-teaching and mutual-learning activities.

3. Rely on the masses, rely on one's own efforts, and operate the school with diligence and economy.

Schools of the masses must be run by depending on the masses. Revolutionary schools are run in the revolutionary spirit. Where there were no school campus and equipment, the masses would build it and make them, using the simple and indigenous methods. The health school of Yangshan hsien is set up in Paiwu brigade of Huangfen commune. Its campus consists of an old battery house, a storeroom, and a pig sty. Learning that a health school was to be set up, the poor and lower-middle peasants of Shanhang brigade of Lungwo commune, Tzuchin hsien, produced straw cushions during nights and delivered them to the school, covering more than 30 li in cold weather. The workers and poor and lower-middle schools, in direct control of enrollment, select the students. While in school, the students are given work points by the commune or brigade which selected and sent them to the school, on the same basis accorded to people of comparable labor power. From their entry till their graduation, the students receive no subsidy from the State. In this way, things are done at no cost.

Merits of the Four Kinds of New-Type Schools

Although only a short time has passed since these four kinds of new-type schools were set up, they have demonstrated their merits.

After the 33 students of the first term in the industrial school of Tsengch'eng hsien returned to the countryside upon graduation, 27 have become farm mechanics of the brigade, four have become technicians of commune factories or farms, and one has become a deputy director of a commune processing plant. Most of them, in addition, have become instructors for the study of Chairman Mao's works and basic-level militiamen. They possess three salient features: First, they are ideologically tested, make hard effort to study and apply Mao Tsetung thought creatively and identify themselves with the poor and lower-middle peasants; secondly, they have real techniques, being capable of operating farm machines and doing every farm jobs, and take the lead in doing everything; and thirdly, they do not divorce themselves from productive labor, laboring in the fields during busy farm seasons and working in commune or brigade factories during slack farm seasons, thus preserving the features of the laboring people. Yuanchou brigade of Shihtan commune formerly employed an upper middle peasant as technician. He not only received a high salary but worked perfunctorily. After the son of a poor peasant returned to the brigade from the industrial school upon graduation, he became a technician of the brigade's irrigation and drainage station. He not only is capable of handling a variety of farm machines but unreservedly passes his knowledge to the poor and lower-middle peasants, besides actively spreading Mao Tsetung thought among the commune members. Said the poor and lower-middle peasants with joy: "The best thing of all regarding this new-type industrial school is that it insures the technical power is in the hands of poor and lower-middle peasants." When the son of a poor peasant in Ch'angling brigade of Lipu commune returned from the industrial school upon graduation, he not only knows how to operate

and repair various types of farm machines but also is capable of converting sugar cane pressing machines,raising the output of sugar. Once, the power-operated machine of the brigade broke down. Feeling the anxiety of the poor and lower-middle peasants, he worked throughout the night and fixed the machine, thus insuring that the more than 600 mow of land of the brigade was irrigated and seedlings were transplanted on time. The poor and lower-middle peasants praised him as a "Red technician." The poor-peasant students of Lanchi brigade of Ch'ienchin commune are not only capable of handling many types of farm machines but they use the timber of the mountain area to make foot-pedal rice threshers.

These four kinds of schools have also become centers for the extension of advanced techniques. The agricultural school of Fukang hsien studied the method of salvaging the rusted seedlings, following the appearance of rusted seedlings due to low temperature and high precipitation in the local area this spring. Its teachers and students went to various communes and teams of the whole hsien to carry out experiments and popularization. As a result,more than 2,000 mow of seedlings were saved in time. In less than three months after they were admitted into the health school of Tzuchin hsien, the students were generally able to identify, collect, process and apply more than 300 kinds of medicinal herbs, curing the poor and lower-middle peasants suffering from a good number of diseases which were formerly considered "incurable." Students of the veterinary class of the agricultural school of Tsengch'eng hsien held their class wherever animals were found to fall victim to diseases, so as to cure the animals while carrying out their study. In three months since the school was set up, they have cured 110 sick pigs and 18 oxen. They are warmly welcomed by the poor and lower-middle peasants.

Investigation Team of Kwangtung Provincial
Revolutionary Committee

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How We Conduct "Learn Industrial Work" Activities

by

Revolutionary Committee of Tientsin Municipal No. 42 Middle School

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

In carrying out educational revolution perseveringly and in depth and using Mao Tsetung thought to remold the old-type schools, an important question is how to eliminate the serious phenomena of "three alienations" in the old-type schools, to make education serve proletarian politics, and to combine education with productive labor.

How should education be combined with productive labor? In line with Chairman Mao's "May 7 Directive," and in accordance with the characteristics of urban schools, the revolutionary teachers and students of Tientsin Municipal No. 42 Middle School have adopted the two methods of forming ties between a factory and a school and letting a school run a factory, so as to learn industrial work.

Forming ties between a factory and a school means sending teachers and students periodically to the factory to learn industrial work. To make a typical experiment, we also have made arrangements for students of a class to go to a factory. In learning industrial work, they also learn cultural lessons in the factory, as demanded by the principle, "lay emphasis on study," promoted by Chairman Mao. They have followed this practice for four months and scored positive results.

Great leader Chairman Mao teaches us: "The working class must exercise leadership over everything." In carrying out activities of learning industrial work, we must fully rely on the broad masses of workers of the factory with which we have formed ties. With the help of the factory, we get together with the workers to study Chairman Mao's directives, to set up "May 7" classes, to carry out revolutionary mass criticism and to exchange experience, so that these activities may win their warm-hearted support. The workers say: "Chairman Mao has instructed that the proletarian revolution of education must have the working-class leadership and must be participated in by the workers. This is a glorious task given us by Chairman Mao. This is also a glorious duty of the working class. Since you have come to the factory, we the broad masses of workers may also take part in educational revolution." With the vigorous support of the workers, a good situation has been created for the students in which there are people to take care of ideological work, to teach the cultural lessons and to teach technical skills.

Thanks to the strong leadership of the working class, and as a result of being closely combined with production, the cultural lessons taught in a factory have two outstanding characteristics: One is the class character and the other is practicality. The "three-in-one" lesson-preparing

group formed by workers, teachers and students teaches cultural classes which are often accompanied by the recalling of past bitterness and thinking of the present happiness, and by revolutionary mass criticism and materialist dialectics. At the same time it explains the theories and teaches the students how to apply them. The students say: "We understand what we have learned. We can apply what we have seen. We can remember what we have heard. Not only have we learned the cultural knowledge. We have also heightened our socialist consciousness. We welcome such lessons."

For example, when teaching "dynamics of a lathe" on the spot in the processing workshop of the mechanical and electrical appliances corporation, the worker first recalled the time when he was an apprentice in the past: Manual labor was used instead of a motor to turn the big wheel which set the lathe in motion; he perspired profusely and got dizzy. Then, he let the students calculate the amount of "horse-power" required to set these machines in motion, and think about how the capitalists treated the workers like draft animals. Take, for another example, the lessons on the three kinds of acid and the two kinds of alkaline in chemistry. According to the old method of teaching, the students must first learn the metallic and non-metallic compounds before they pick up lessons on acid and alkaline. Now we teach these to the students who have just started learning chemistry two weeks ago, in connection with the productive labor in the spice factory. The results of these lessons have been good.

Our school's experimental class has 52 students, who go to learn industrial work in factory. In the past four months, they have learned the rudiments of operation of the crane and the rolling machine and the various kinds of skill to be acquired by a welder, a riveter, a crane operator, an electric worker and a carpenter. The students have also strengthened physically, having their faces tanned and becoming muscular. Every one of them is a robust chap.

"All work of a school aims at changing the students ideologically." After going to learn industrial work in the factory, the broad masses of teachers and students are educated by the advanced thinking and lofty character of the working class and are remolded ideologically. Some students who usually fear hardship and fatigue and dislike labor now rush to pick heavy jobs to do and vie with each other in working with the 14-lb hammer. The students learn an impressive lesson, saying: "Formerly we were shut in the school and thought only of ourselves. Today, in the great crucible of the working class, we become broad-minded and think of 'being prepared against war, being prepared against natural disasters and doing everything for the people' and think of the world revolution. We seem to have changed."

Anarchical ideas formerly prevailed relatively extensively in a certain class. Few of the students took part in military training in the morning. Now almost all the students came to the factory at seven in the morning, rushing to do sanitary work, to clean the machines and make preparations for labor. Their viewpoints toward labor and the collective have greatly strengthened. Their former style of working perfunctorily has been replaced by the style of fighting in unity. In the past, few of them

spoke at mass criticism and fight-selfishness meetings. Now they vie with each other in airing their views, enthusiastically join the debate and write articles of criticism. Some students formerly disliked reading. Now they go to the Hsinhua Book Store to buy the electrical worker's handbook and ask the workers to teach them to do electrical work and ask the teachers to teach this book in the class. Those who formerly took the least interest in mathematics now ascend the rostrum to teach this subject. They take pains in preparing lessons. They criticize the "theory that it is useless to study" and by their own action show this study to be a requirement of revolution. The whole class becomes a revolutionized group.

Through the forming of ties between the factory and the school and the learning of industrial work, the revolutionary teachers and students of our school have accepted re-education by the workers and participated in productive labor. They have cultivated deep feelings with the workers. A relationship of a new type between the revolutionary teachers and students is taking shape. The students respect their teachers and show concern for the teachers' progress; the teachers also discard their lofty airs and modestly learn from their students.

After this practice of going out of the school to learn industrial work, we think it may be very advantageous to the education and training of the students if, during the four-year period of study in middle school, the students stay for one year (the third year if possible) in the factory and the countryside (six months in factory and another six months in the countryside), so that they learn not only culture, but also industrial work and farming. Of course, this does not include the time set aside for the students to go to the factory or the countryside to learn industrial work or farming.

Running a factory by a school is a form of learning industrial work.

We have set up three factories to meet the needs of socialist construction and the characteristics of the school. One is a metal processing factory, in which the students can be taught to produce small transformers. The other is an agricultural insecticide factory, which has successfully trial-produced the "920" farm drug and which provides favorable conditions for the teachers and students to integrate their farming lessons with the scientific experiment. The third is an electronic factory, which has been established by our school not long ago through self-reliance and by indigenous methods within a short period of time.

When we started establishing the electronic factory, we visited a few electronic factories in Tientsin which were established by indigenous methods. They made use of indigenous equipment, but each needed a capital of more than 200,000 yuan. We studied Chairman Mao's teaching, "Under the leadership of the Communist Party, as long as there are people, every kind of miracle can be performed" in his article, "The Bankruptcy of the Idealist Conception of History," and his important note to the article, "Who Says a Chicken Feather Cannot Fly into the Sky?" We said: "We act according to Chairman Mao's teaching. This will give us strength and bring victory!"

Lacking equipment and capital, we relied on our own effort and ran our factory through diligence and frugality. After more than one month of efforts, we manufactured the semi-conductor triode, which was examined by Tientsin Semi-Conductor Factory and proved to be up to the standard in quality. We spent only 200 yuan or more in setting up this factory. This money was obtained by accumulating what they had got after selling the iron chips they had gathered.

How did we solve the question of the equipment of the elctronic factory run by our school? The making of the semi-conductor triode of the 3AX1-5 model involved more than ten procedures of work and required about 70 sets of equipment, of which the overwhelming majority were obtained by remaking or assembling the teaching aids and the existing equipment in the school, and more than ten were made from the articles discarded by the junk corporation and other factories. Take the scattering furnace for example. An imported one would cost tens of thousands of yuan, and a home-made one would also cost several thousand yuan. We took from the factory two high-temperature magnet tubes which were almost used up, bought three small magnet tubes and got a used iron bucket. With these, we made a high-temperature electric furnace. Titanium filament could not be obtained, but we used ordinary filament for electric furnace instead and coiled the filament in different forms for experiment. In this way, we made three high-temperature furnaces of different sizes at the cost of only five yuan. The temperature of these furnaces could reach 1,000 degrees and higher, and there also was the thermostatic zone. It was by means of these furnaces that we made the semi-conductor triodes.

When the first batch of triodes were produced, the teachers and students were overjoyed. But, after being examined, they were found to be below the standard of quality. It was discovered through an analysis that the chief cause was that welding (we used soldering) and electrolytic polishing were lacking. Bearing this question in mind, we went to the factory to learn things. We saw that the welding and electrolytic equipment of this factory was very "foreign" and was costly. Obeying Chairman Mao's teaching, we broke down fetishes and superstition, liberated the mind, relied on our own efforts and adopted indigenous methods. In only one day, we succeeded in innovating the "all-purpose transformer" which was used as a teaching aid, thereby solving the question of welding. Meanwhile, we also solved the question of electrolysis.

Solving the question of equipment by the indigenous method showed many advantages. It was possible to break down the fast rules, to pool the opinions of the masses and to display the wisdom of the masses to solve the difficult problems. "More people together will pool more opinions and step up enthusiasm and vigor." ("Introducing a Cooperation") Some crucial equipment, such as the quartz tube and the deionized water purifier, had been made by the teachers and students by various possible means and through self-reliance. We mobilized the students to gather from various hospitals in the municipality various kinds of worn-out ultra-violet tubes and used them for the quartz tube. We deeply realized that: If we follow the foreign conventions to the letter, we can achieve nothing, but if we adopt the

indigenous methods and make innovation, we shall have everything. It was in this way that we relied on our own efforts, adopted indigenous methods, used the discarded materials and took advantage of the simple conditions to fight a few hard battles in succession within a short period of time and eventually produced the semi-conductor triode. When students of other fraternal schools visited our electronic factory, they said: "We dare not do anything after seeing the production by foreign methods in some factories. After we have seen that you carry out production by indigenous methods, we think we also can do the same thing."

While establishing the electronic factory, the teachers and students displayed the selfless spirit and took an active part in trial-production. When meeting failure or when the quality was not up to the standard, we studied the "three constantly-read articles" and Chairman Mao's teaching: "Be resolute, fear no sacrifice, and surmount difficulties to win victory." When thinking of winning honor for great leader Chairman Mao and for the great socialist motherland, we were filled with inexhaustible strength to overcome difficulties.

After the base area for learning industrial work outside the school was built and the factory run by our school was established, we have turned out products and, what is the most important, the broad masses of revolutionary teachers and students have been tempered in a bigger degree. The course of learning industrial work is also a course of receiving re-education from the working class and remolding world outlook. The broad masses of revolutionary teachers and students teach and learn for the revolutionary cause. They have taken a promising step on the road of ideological revolutionization.

The establishment of the base area for learning industrial work outside the school and the building of the factory run by the school have promoted transformation of the content and method of teaching. The content of productive labor and the lessons taught by the workers are excellent teaching materials. The experience in learning culture which has been summed up in the course of learning industrial work also serves as an excellent, new method of teaching.

These two forms, that is, learning industrial work outside the school and learning industrial work in the school, are correlated and supplemental to each other. In the case of the former, the teachers and students may keep in extensive contact with society and with the masses of workers and learn better the excellent character of the working class. In the case of the latter, they may vividly arrange productive labor in accordance with the needs of the teaching plans of the school in various periods of time.

Chairman Mao points out: "Our educational policy must enable everyone who receives an education to develop morally, intellectually and physically and become a worker with both socialist consciousness and culture." ("On the Correct Handling of Contradictions Among the People") After going through this initial practice of learning industrial work, we review this teaching given by Chairman Mao and feel it very intimate to us. Our activities in learning industrial work only mark the beginning. We are determined to advance continuously along the direction pointed out by Chairman Mao and to carry revolution in education in middle schools through to the end.

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Enthusiastically Doing a Good Job of "Re-Education"

by

Investigation Group of Kirin Provincial Revolutionary Committee and Paich'eng Administrative District Revolutionary Committee

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

How should we carry out, in an all-round manner in a hsien, our leader Chairman Mao's brilliant directive, "Educated youths should go to the countryside to be re-educated by the poor and lower-middle peasants." The experience gained by Ch'angling hsien, Kirin province, is: The leaders should go ahead, rely on the poor and lower-middle peasants, work enthusiastically, and apply Mao Tsetung thought in further heightening the level of re-education.

Heightening the Thinking About "Re-Education"

In Ch'angling hsien, more than 3,100 educated youths coming from Peking, Changchun and townships in this hsien have been placed since 1968.

When these educated youths came to this hsien, various levels showed them deep welcome and did a great deal of work for placing them. Some time later, some cadres began to feel that the educated youths "were versed in putting forth difficult problems," "were ungovernable" and "were difficult to deal with." This idea was also reflected in the leading group of the hsien revolutionary committee.

The hsien revolutionary committee realized that this was a very important question which must be solved immediately. After making an investigation, they introduced to the standing committee meeting the experience of the poor and lower-middle peasants of No. 4 brigade of the former No. 7 commune in cherishing deep class affection while enthusiastically educating the educated youths, and conducted a discussion in connection with some problems arising from the work on the rusticated educated youths in the past. They felt that some cadres did not cherish proletarian affection toward the educated youths as deeply as the poor and lower-middle peasants did. In treating the educated youths, the poor and lower-middle peasants first saw that their nature and main stream were revolutionary and they actively and patiently helped them correct their shortcomings. Why was it that there were two different kinds of ideological feelings toward the same matter? They studied again Chairman Mao's great directive about sending educated youths to be re-educated. They understood more clearly that: The question whether one would enthusiastically and meticulously conduct ideological education among the educated youths was, in essence, a question of attitude toward Chairman Mao's proletarian revolutionary line. Only when one understood deeply the great meaning of Chairman Mao's directive about "re-education," and regarded the educated youths' going to the countryside as a great revolution and as an important step to

prevent the Party and the State forever from changing their political color; would one cherish deep proletarian affection in enthusiastically treating the educated youths. This was the ideological basis for doing well the work of re-education.

The hsien revolutionary committee consciously attaches importance to re-education. In studying, arranging, examining and summing up its work, it lists the work on rusticated educated youths as an important item. The principal leading members of the hsien revolutionary committee have set up their fixed points of contact. Usually, when they come to the countryside, the leading cadres visit the rusticated educated youths in their collective homes, paying attention not only to solving their ideological problems but also to solving some practical problems in production and in their everyday life. They pay particular attention to their demands for study, help them order some newspapers, and regularly distribute to them materials of study.

The hsien revolutionary committee pays particular attention to the educated youths and always encourages them to study and apply Mao Tsetung thought in a living way and to conscientiously remold their world outlooks. Many educated youths also take the initiative in reporting the current conditions to the hsien revolutionary committee. There is in the No. 30 commune a production brigade which formerly lagged behind. The hsien revolutionary committee went there several times to solve the problems but in vain. The educated youths of this brigade wrote to the hsien revolutionary committee, reporting on how the leadership of this brigade had been usurped by the bad elements. The hsien revolutionary committee immediately sent some people to make investigation and roused the masses to disclose the bad elements and rebuild the leading group.

The leading members of the hsien revolutionary committee set examples, bringing the public organizations and the commune and brigade leading groups forward. The principal leaders of various communes and brigades take part in the work of re-education. Whenever he goes to work in the countryside, the chairman of the revolutionary committee of the former No. 7 commune conducts re-education wherever he may be. He has conducted re-education in each of the 20 collective homes in this commune and has chatted with almost all the 252 educated youths there.

Go Deep into Practice, Work Meticulously

Obeying Chairman Mao's great teaching, "work meticulously" and "combine general call with individual guidance," the revolutionary committee of Ch'angling hsien does not stay at the stage of general call in doing the work on rusticated educated youths, but sends its leading members to make investigations, to grasp typical cases well, to work meticulously and to take the lead in doing everything.

In March last year, the principal leading members of the hsien revolutionary committee visited 12 collective homes in six communes while investigating the conditions of the struggle-criticism-transformation

campaigns in the countryside. They discovered through investigations that some communes and brigades confined their attention to teaching the educated youths farm work, to the neglect of political and ideological work, or merely took these youths as the object of re-education and not as the most active and the most vigorous part of force in the three great revolutionary movements. Following Chairman Mao's great teaching, "successors to the proletarian revolutionary cause come into being during the mass struggle and grow up in the training in the storm of revolution," the hsien revolutionary committee organized and recruited the rusticated educated youths to take part in various tasks of struggle-criticism-transformation in the countryside and helped them study and apply Mao Tsetung thought in a living way and remold their world outlooks during the violent struggle between the two classes, the two roads and the two lines. In practical struggle, the educated youths changed their standpoints and feelings bit by bit and continuously heightened their consciousness of class struggle and the struggle between the two lines. They learned an impressive lesson, saying, "We must labor shoulder to shoulder with the poor and lower-middle peasants and, what is more important, fight in unity with them, so that we can be fighters in defending the socialist positions in the countryside."

The hsien revolutionary committee also pays particular attention to grasping the work of households and people who lag behind. There was in Tunghsing brigade a collective household which lagged behind. The hsien revolutionary committee chairman went there five times to hold Mao Tsetung thought study class, to carry out revolutionary mass criticism and to conduct class education, in order to heighten their political consciousness. For ten times he had patiently helped one of the educated youths who had been poisoned by the bourgeois ideology and had committed mistakes. After this youth had made certain progress, he invited him to take part in the hsien meeting to talk about the living study and application of Mao Tsetung thought. This youth was deeply educated and made very fast progress. The hsien revolutionary committee learned from the change in this youth that only if they perseveringly applied Mao Tsetung thought in teaching the educated youths, and carried out ideological work deeply among them, was it possible to quickly change the outlook of those households and people that lagged behind. They promptly summed up and popularized this experience and vigorously pushed forward the work of educated youths in the whole hsien.

Because they go deep into practice to make investigations and to work meticulously, the leading members of the revolutionary committee have learned three things well: They learn clearly how the educated youths have received re-education; they learn clearly how the poor and lower-middle peasants have re-educated the educated youths; they learn clearly the new trend of the struggle between the class enemy and ourselves for winning over the youths. In this way, they have the initiative in mastering re-education in various periods of time. The poor and lower-middle peasants say: "Educated youths should be treated in the way we treat the crops. We should know clearly whether the land is dry or flooded, whether it is infested with weeds or lacks manure. We should promptly hoe and water the land when necessary. In this way, the educated youths will advance in the direction pointed out by Chairman Mao and strengthen and grow up continuously."

Relying on the Poor and Lower-Middle Peasants

The hsien revolutionary committee holds that, in doing well the work of re-educating the educated youths, it is necessary to follow the mass line and to rely on the broad masses of poor and lower-middle peasants, and not on the cadres alone. After the educated youths come to the countryside, the hsien revolutionary committee extensively rouses the poor and lower-middle peasants to take part in the work of re-education. Various production brigades also select the distinguished representatives of the poor and lower-middle peasants to be political leader of the collective households of educated youths and universally set up re-education groups. Many poor and lower-middle peasants eagerly give the educated youths class education, telling them about the past bitterness and the present happiness. They also form "one to one" pair helping the educated youths and get together with them to carry out "one pair red" activities. They use the educated youths while educating them and educate them while using them, so that the educated youths are tempered and play their active role in the three great revolutionary movements.

In order to rouse the poor and lower-middle peasants to do a good job of re-education, the hsien revolutionary committee lays emphasis on grasping the following several points:

1. Mao Tsetung thought study classes are set up at all levels to profoundly study Chairman Mao's brilliant instruction about re-education for educated youths and his teachings on training of successors to the proletarian revolutionary cause, so as to basically heighten the poor and lower-middle peasants' understanding of the great meaning of re-education. The poor and lower-middle peasants learn more clearly that education of rusticated educated youths is not an ordinary task but is a major problem concerning the training of successors to the proletarian revolutionary cause. They say heroically: This is a glorious task Chairman Mao has assigned to us poor and lower-middle peasants. We must apply Mao Tsetung thought in educating the educated youths well and help them learn the lesson of class struggle well and bring their active role into full play in the three great revolutionary movements in the countryside.

2. They get together with the poor and lower-middle peasants to sum up the experience in the work of rusticated educated youths and help them master the law of the work of educated youths. They have learned from practice in the past two years and more that: When the educated youths have just arrived in the countryside, emphasis should be laid on solving the question of helping the leading groups at various levels and the poor and lower-middle peasants to understand the great meaning of the work of re-education, to overcome their erroneous idea of simply placing the educated youths and to consciously shoulder the heavy load of training successors to the proletarian revolutionary cause. After the rusticated educated youths have been placed, attention should be paid to putting in a right position the relationship between the grasping of political work on the one side and the teaching of productive skills and management of everyday life on the other side, and putting ideological and political work in the first position.

After the rusticated educated youths have learned to do some farm jobs and made some achievements in ideological remolding, emphasis should be laid on solving the question of the understanding of the protracted and arduous efforts required in re-education. Recently, emphasis has been laid again on solving the question of fully exploiting the enthusiasm of the educated youths in the three great revolutionary movements and going further to study and apply Mao Tsetung thought in a living way and to conscientiously remold the world outlook in the course of struggle. In this way, the work of re-education is carried out in ever greater depth.

3. Help is given to the poor and lower-middle peasants in carrying out concretely and vividly the work of rusticated educated youths in accordance with their characteristics.

In the past two years, nourished by Mao Tsetung thought, the broad masses of rusticated educated youths have fought vigorously, made very fast progress and played an active role in the three great revolutionary movements. Among the rusticated educated youths in the whole hsien, 353 have been rated to be activists in the living study and application of Mao Tsetung thought at the provincial, administrative district, hsien and commune levels, 19 have joined the Chinese Communist Party, 107 have been admitted into the Young Communist League, and 460 serve as cadres at the hsien, commune and brigade levels, teachers of privately-run schools, and "barefoot doctors." The broad masses of educated youths are advancing in great strides along the road of integration with workers, peasants and soldiers as pointed out by Chairman Mao!

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New People Are Being Cultivated in the Countryside

- Notes on educated youths who settled down in teams of Lungtou production brigade, Tehsing hsien, Kiangsi

(Hung-ch'i [Red Flag], No. 8, July 21, 1970)

In October 1968, fourteen educated youths from Tehsing Middle School of Tehsing hsien, Kiangsi--in active response to the great leader Chairman Mao's call and led by the cadres, teachers and medical personnel who were heading for the countryside--proudly arrived at the Huaiyu mountain area--Lungtou production brigade of Lungtou commune. There, they settled down in the teams.

Our great leader Chairman Mao has taught us: "The countryside is a vast world where great possibilities are provided." In this vast world of the countryside, these 14 educated youths are eagerly studying and applying Mao Tsetung thought creatively. They are learning humbly from the poor and lower-middle peasants, taking them as their teachers, modestly undergoing re-education, and seriously transforming their world outlook. A marked change has taken place in their mentality. Like young pine trees on the Huaiyu mountain, they are growing fast in the brilliant sunshine of Mao Tsetung thought.

"Take Over the Red Flag from Chingkangshan and Temper Ourselves in the Revolutionary Storm!"

When these educated youths arrived at Lungtou, they were warmly welcomed by the poor and lower-middle peasants. The brigade revolutionary committee provided them with dazzling copies of Chairman Mao's works. The various production teams sent them old poor peasants who had suffered deeply as advisers. The poor and lower-middle peasants provided them with the best rooms in their houses. High political concern, patient assistance in the field of production, and minute care in the matter of daily living greatly warmed the hearts of these young people. Together with the ten cadres, teachers and medical personnel who went down to the countryside with them, they formed a team and led a collective life which was organized and led.

These 14 educated youths were all raised in the city. Most of them were children of cadres. When they arrived in the countryside, they at first felt rather perplexed as to why they should be in the village. They laid down their packs, but they had not laid down their mental burden. Once, during lunch, an educated youth complained about the unpalatable pumpkin, and casually shoved a bowl of pumpkin to the ground. This incident led to a heated debate. While the majority of the comrades thought that this was a question of world outlook and must be dealt with seriously, some educated youths took the contrary view that this was trivial.

Every move and action of the educated youths was clearly perceived by Lin Jui-sheng, the chairman of the brigade revolutionary committee. A few days later, wearing straw shoes and a pack on his back, he came to the quarters of the educated youths and spent seven days living among them.

Thirteen years ago Lin Jui-sheng was also an educated youth who had just graduated from school. The first day he returned to the countryside, he had made up his mind to "strike roots in the countryside to make revolution and offer his youth to the people." Tempered in the great proletarian cultural revolution, he was elected by the poor and lower-middle peasants to be the chairman of the brigade revolutionary committee, and now he is also the secretary of the brigade Party branch. On the first night upon his arrival at the quarters, he joined them studying Chairman Mao's works under a kerosene lamp and spoke to them in great length about his experience of receiving re-education from the poor and lower-middle peasants for the past 13 years. His personal experience showed that to advance along the road pointed out by Chairman Mao was to win. He told them: "Only trees in the deep mountain can strike deep roots, and only water in the big stream can taste sweet. We are taking the road pointed out by Chairman Mao! We must persevere in taking it to the very end!"

The next day, Lin Jui-sheng invited old poor peasants who had suffered much in the past to tell the educated youths about the miserable life of the poor and lower-middle peasants in the old society and recall the history of the Red Army which struggled hard and made revolution in those years. Moreover, he led them to the place where revolutionary martyrs had laid down their lives and set up a Mao Tsetung thought study class with the object of giving the educated youths a vivid class education. Tears rolling down his cheeks, that educated youth who tossed the pumpkin to the ground said: "I was wrong. What I discarded was not a bowl of pumpkin but the glorious tradition of the old Red Army and the revolutionary features of the hard work and plain living of the poor and lower-middle peasants." To mark this lesson, the educated youths designated the day of the pumpkin incident as "a day of recalling the bitter past and thinking of the happy present," and once every month they have a meal of crude rice. They wrote a short play based on this incident and entitled it "A Bowl of Pumpkin," and staged it in the commune.

A good knife must be ground on the rock and good steel must be refined in fire. According to the great leader Chairman Mao's teaching "never forget the class struggle," the brigade revolutionary committee takes the class struggle as a main subject for the young people, letting them be tested in the crest of the storm of class struggle and develop their role in the class struggle.

Production team No. 3 was a unit known for its "old, big and difficult problems" in the commune. In the past, a small pack of class enemies vigorously pushed the revisionist theories of Liu Shao-ch'i such as "san-tzu i-pao" and "four big freedoms." In the midst of the great proletarian cultural revolution, they changed their tactics and continued to sabotage the socialist collective economy. The masses of poor and

lower-middle peasants launched a tit-for-tat struggle against this small pack of class enemies. During the most violent moments of the struggle, the educated youths, led by Lin Jui-sheng, arrived at this team. They heard with their ears the angry denunciation of the class enemies by the poor and lower-middle peasants. They saw with their eyes the firm struggle waged by the poor and lower-middle peasants against the class enemies. They were deeply educated. A counter-revolutionary who sneaked into the leading group of the production team wanted to woo the educated youths by such means as inviting them to dinner and giving them more work points than were due to them. Chiang Ping-huo, group leader of the educated youths rebuffed him, saying: "We came to the countryside to make revolution, not for better food and better clothes or more work points."

In the daytime they participated in labor, and at night along with the cadres who had gone down to the countryside, they visited from house to house the poor and lower-middle peasants and gathered a huge amount of material from such investigations. Seeing that their reactionary faces would soon be exposed, the class enemies threatened to drive these people from the city out of Lungtou mountain. Faced with this attack of the class enemies, some educated youths felt helpless, but the poor and lower-middle peasants called on them time and again to encourage them to fight and the brigade revolutionary committee as well as the cadres who had gone down to the countryside helped them more than once. This added to their courage to fight. After a series of struggles, the hidden class enemies were at last ferreted out and the lid of class struggle was lifted. The backward outlook of this team was altered. And the educated youths tempered themselves in this practical and lively class struggle and did what they should in the struggle.

The storm of the class struggle has steeled these 14 educated youths. Alongside the poor and lower-middle peasants, they open up fronts of revolutionary mass criticism everywhere--in the fields, in the barns and in their homes, and publish special columns on revolutionary mass criticism. Eleven of them have joined Mao Tsetung thought propaganda teams organized by the commune and brigades. The poor and lower-middle peasants warmly praised them, calling them "a sharp dagger force in the class struggle." For their part, the educated youths said with feeling: "Only when we strike deep roots in the midst of struggle can we develop and steel ourselves. Let us take over the red flag from Chingkangshan and temper ourselves in the storm of revolution!"

"Carry the Nanniwan Hoes on Our Shoulders, Take the Road of Hard Work and Plain Living Forever!"

Lungtou brigade is located in a remote and rugged mountainous area. The members live widely apart. The natural conditions are relatively poor. The 14 educated youths have taken a course of hardship, changing from an easy life to embarking on the militant path of self-reliance.

On one occasion, Wu Yung-hua and another educated girl were about to scatter manure in the fields. Repulsed by the odor of cow dung, they at first were reluctant to go, and it was after they were encouraged by the

old poor peasants that they grudgingly went to the fields to scatter the manure. When they returned from work, they washed their hands three times with warm water and scented soap. They still felt the stench when they were taking their supper. Later on, when they went to the fields to scatter manure, they used only their left hands, so that they could keep their right hands clean. After two teachers who came to the countryside learned about this, they suggested that the brigade hold a Mao Tsetung thought study class exclusively on this incident, and especially invited several old poor peasants to address the class.

The old poor peasants said significantly: "The crops cannot grow without manure. If there is no stench of the manure, how can there be fragrance of the paddy rice? For the building of socialism, our two hands are barely adequate. How can you keep one hand from working?" These remarks from the old poor peasants profoundly enlightened and encouraged the educated youths. The cadres sent to the countryside led them to study repeatedly Chairman Mao's great teaching: "Comparing the unreformed intellectuals with the workers and peasants, one feels that the intellectuals are unclean, and that the cleanest are the workers and peasants. Although their hands are dark and their feet are smeared with cow dung, they are still cleaner than the bourgeois and petty bourgeois intellectuals." ("Talks at the Yenan Forum on Literature and Art") This teaching of Chairman Mao's struck the chords of the hearts of Little Wu and the other girl. At a meeting they exposed their self-interest and fought against it. They were determined to take the poor and lower-middle peasants as their example in striving to cultivate the fine virtues of hard work and plain living. Since then, whatever they did, they did not "keep one hand." Apart from persisting in doing labor, they also carried water for the poor and lower-middle peasants, washed the clothes and quilts for the "five guaranteed households," and cured the sickness of the poor and lower-middle peasants. By and by, they felt that their two hands were barely adequate.

Nurtured by Mao Tsetung thought and helped by the poor and lower-middle peasants, these 14 educated youths began to change. In his diary, Chiang Ping-huo made this entry: "I vow to be one who accomplishes his work through diligence and not to be one who hangs on to his job in the hot house." And everyone indicated: We'll put the Nanniwan hoes on our shoulders and take the revolutionary road of hard work and plain living forever. In the course of doing labor, the educated youths, facing the difficulties bravely, regard the difficult place as the best battleground for steeling themselves.

The poor and lower-middle peasants here had a long time ago wanted to build a hydro-electric generating station, but they had not been able to do this. Knowing this, these 14 educated youths proposed to the brigade revolutionary committee that they build the station on the basis of self-help. Under the leadership of the brigade revolutionary committee, the battle for building the station began! In high spirits the masses of poor and lower-middle peasants plunged into the battle. Once, four poor peasant commune members were carrying a big rock weighing more than 700 catties on a beach path. Through a moment of carelessness they stumbled and fell into

the river. The educated youths quickly got them out of the water. Having wiped the blood from their feet, these commune members picked up the poles and resumed their march with the rock. This incident created a deep stir in the hearts of the young people. They were determined to take the poor and lower-middle peasants as their example and go wherever difficult jobs awaited to be done. When there were not enough stones for the dam under construction, two educated youths took the lead in plunging into the cold water to get stones. Their lips almost frozen and their hands bleeding from moving the stones, they nevertheless persisted in their work. Hsiao Sen-hua, an educated girl, was in the past known as a "pampered lady" in the school. Led by the poor and lower-middle peasants, she, with bare feet treading on the icy water, marched on the work site with a heavy load of more than a hundred catties on her shoulders. Overjoyed the poor and lower-middle peasants said: "The pampered lady has become a girl of steel!"

The battle proceeded in intensity. There was not enough time. Chiang Ping-huo proposed: "Let's neither depend on others nor wait. Make it ourselves." The poor and lower-middle peasants kept the educated youths at home and, packs on their backs, went to a place 15 li away to build five lime kilns. The concern shown by the poor and lower-middle peasants excited even more the revolutionary spirit of hard work and plain living on the part of the educated youth. Chiang Ping-huo, together with his comrades-in-arms, left for work early in the morning and returned late. They went to the deep mountain to chop wood to prepare adequate fuel for the making of lime. Their hands and shoulders bruised, none of them ceased to work. Thus, working hard unceasingly for more than half a month, they produced through self-help more than 300,000 catties of lime with the poor and lower-middle peasants. Next, they took the initiative again to tackle such heavy tasks as erecting the electric posts, installing wire, and installing lighting equipment. After several months of arduous labors, they finally built a small hydro-electric station.

Just as the battle for the building of the hydro-electric station had ended, the masses of poor and lower-middle peasants, carrying forward with their thoroughgoing revolutionary spirit, again plunged into a fiercer battle of moving the stones and transforming the fields. This brigade has a total of more than 600 mow of paddy fields. Each plot of land had 30 or 40 slabs, the biggest one being several cubic meters in size. When fields were being plowed, the plows were often broken. To achieve high yields, it was imperative to transform these stony fields. The 14 educated youths and the poor and lower-middle peasants together formed a shock team. Being very hard, the rocks had to be blown up by dynamite. The educated youths demanded to learn blasting. The production brigade revolutionary committee, considering the dangers involved in this work, refused to let them do it. They retorted: "Young people like to do the difficult tasks and should not be afraid of hardship or death in building socialism." In the course of blasting, they worked so hard that their hands became callused and their bent backs stiffened, but none of them had any complaint.

A hole was drilled in a rock. Huang Fei-lung was holding the steel rod. His hand was struck by the hammer of the comrade who was handling it through a moment of carelessness and became swollen. But Huang held the steel rod

even more tightly, and said: "It doesn't matter. Come on, strike here!" The sound of the hammer resumed. Side by side with the poor and lower-middle peasants and the cadres sent down to the countryside, these educated youths worked as hard as they could for 40 days and finally had all the rocks on the more than 600 mow of land removed, and they used these rocks to pave a path for mechanized farming stretching some 10 li long. The poor and lower-middle peasants lauded them as "a shock team changing heaven and earth."

The educated youths also learned modestly production experiences from the poor and lower-middle peasants and, applying their own cultural knowledge, carried out scientific experiments on a large scale. They have become a new-born force for scientific experimentation in the entire brigade. Here the mountains are high and the water is cold. The temperature is low. In the past, one crop of rice was grown a year, and the output was 50 percent lower than that of outside areas. These educated youths formed a "three-combination" scientific experiment group with the old poor peasants and cadres sent down to the countryside. Last year, for the first time they used plastic membrane for fostering seedlings, and carried out transplanting one season earlier than in the past years. Then they brought in fine strains and expanded the acreage of the second-season late rice crop by 230 or more mow, achieving an average of 300 catties per mow. The grain output of the brigade for the whole of the year for the first time surpassed the target laid down in the "National Program for Agricultural Development."

This year, guided by the poor and lower-middle peasants and led by the cadres sent down to the countryside, they set up an experimental plot of 1.2 mow in area and carried out on it the cultivation of high-yielding, early-ripening fine strains. They also produced four kinds of native farm drugs highly effective for the prevention of pests.

After more than a year of arduous training, these 14 educated youths have begun to embark on the road of "self-reliance." Last year, each of them put in an average of 25 days for collective labor a month, and received an average of 200 yuan income a year. Some earned as much as 275 yuan, while those who earned the lowest income could still have a surplus after meeting all the expenses. In addition, together with the comrades of the entire brigade, they devoted their spare hours to vegetable growing, and harvested a total of more than 20,000 catties of vegetables. Apart from meeting their current needs, they made more than 300 catties of dried vegetables. They set up a mess hall and bred pigs. Last year they slaughtered three pigs and now keep two in the pen. They have achieved not only self-sufficiency but also a surplus in grain, cash, vegetables and meat, saving the State more than 700 yuan in subsidy.

"Hold High the Torch of the Long March, and Dedicate Our Lives To Propagating Mao Tsetung Thought!"

"Hold high the torch of the Long March, ignite the sparks of Mao Tsetung thought in every corner, and let Mao Tsetung thought shine on every home." This is a militant oath taken by the 14 educated youths.

No sooner had they arrived in the countryside than they were moved by the noble virtues of boundless loyalty to Chairman Mao and warm love for Mao Tsetung thought on the part of the poor and lower-middle peasants. An old poor peasant, in his seventies and having bad ears, again and again demanded to learn to sing songs based on the quotations from Chairman Mao and go to the platform to preach Mao Tsetung thought. A brigade cadre, who was illiterate, often asked others to help him study Chairman Mao's works into deep night. The educated youths silently found out the gaps between the thinking of the poor and lower-middle peasants and their own, and were determined to apply their cultural knowledge to diligently serve the poor and lower-middle peasants and devote all their strength to the propagation of Mao Tsetung thought.

Every time when Chairman Mao's latest instruction was published, they would take the quickest action to bring it to every household. They formed a literary and art propaganda team which, with the help of cadres sent down to the countryside, has for the past year and more composed and staged more than 20 programs on revolutionary literature and art, and has given more than 120 performances for the poor and lower-middle peasants.

A poor peasant of production team No. 4 is living with his family at the mid-level of the mountain to watch the mountain fields. In order to spread Mao Tsetung thought, the team decided to give a performance for this commune member and his family in his place. On the third of January of lunar calendar last year, the 14 educated youths holding high the portrait of Chairman Mao and carrying packs on their backs, and led by the brigade cadres, began this march for the propagation of Mao Tsetung thought. It was very cold. The cliffs were covered with snow. Ice was formed on the meandering path and made it very slippery. The mountain was high, but it was not higher than the enthusiasm of the revolutionary youths in spreading Mao Tsetung thought. The fog was heavy, but it was not heavier than the sincerity of the revolutionary youths in serving the poor and lower-middle peasants. Nobody of the team flinched before the difficulty and danger. After covering over 30 li in over four hours, they finally came to the doorstep of this poor peasant commune member. Seeing the educated youths who had come such a long way to spread Mao Tsetung thought, the aged wife of the poor peasant, hugging them, could not speak for quite a while. With tears in her eyes, she cried aloud with emotion: "Long live Chairman Mao! A long, long life to him!" This voice shook the valley and lingered on the peak of Huaiyu Mountain for a long time.

On the eve of the 20th anniversary of the National Day, in order that the poor and lower-middle peasants might directly hear the voice of the Party Center headed by Chairman Mao and Vice Chairman Lin as the deputy, the brigade revolutionary committee decided to set up broadcasting wires leading to all production teams, with a total length of 24 li. The installation had to be completed within three days. None of the people of the brigade had installed broadcasting wire before. On behalf of the educated youths, Chiang Ping-huo asked the brigade revolutionary committee to give them this task. The brigade cadres said with concern: "You people haven't installed

broadcasting wires before. This is dangerous work. We'd better request the commune to send people to help us!" Chiang said anxiously: "The commune cannot spare any people now. To spread Mao Tsetung thought, we dare to venture into the battle of fire!" The brigade revolutionary committee acceded to their persistent demands.

Three days--what a short time! The 14 educated youths, with the cadres sent down to the countryside by their side, rose before dawn and returned to bed when it was very dark. In the evening, when the curtain of night had fallen, not one of them wanted to cease work, bearing in mind the fact that setting up the broadcasting wires was for spreading Mao Tsetung thought. Chang Huan-ch'ao's hand had been badly scratched and bled. But using his handkerchief to bandage the wound, he continued to work. Tung Chien climbed up an electric post to set up the wire. He slipped and fell from the pole. Having cleaned the wound, he got up and continued to work. They overcame all difficulties, and worked and learned at the same time, thus fulfilling their task on time.

To help the commune members study culture, the educated youths went to every production team to set up a political evening school, and they set up a primary school in the No. 5 production team which was the remotest from the brigade. An old poor peasant in his seventies used to study Chairman Mao's works deep into night. Holding the hand of educated youth Yü Hui-ch'in who taught him to study, he said: "How much we poor and lower-middle peasants had longed to study Chairman Mao's works! But the evil Kuomintang deprived us of the opportunity to receive education, and Liu Shao-ch'i prevented our children from going to school. It is nice for you to come! With you we can study Chairman Mao's works every day, read and apply them and make revolution until we are too old to do so!" This old poor peasant's class feeling of infinite love for Mao Tsetung thought deeply touched Yü Hui-ch'in. Holding the old man's hand, she said: "Uncle, I will study Chairman Mao's works with you well, and offer all my knowledge to the countryside."

"Mao Tsetung Thought Strikes Deep in Our Souls, and Steels Our Hearts of Loyalty!"

"Pig iron is refined into steel through fire; revolutionary successors are cultivated through reliance on Mao Tsetung thought." In the broad world of the countryside, the 14 educated youths are persevering in the creative study and application of Mao Tsetung thought, in being re-educated by the poor and lower-middle peasants. They have become more enlightened and firmer in will. They are marching in broad strides on the road of ideological revolutionization.

Chou Nang was a well known "romantic mister" in the school. He read novels in class and slipped away from meetings. When he first arrived at Lungtou, he felt "having held the pen for 12 years, I am now holding the hoe and use an anti-aircraft gun to shoot at the sparrow--people of great talent are used for small purposes." Every day he toured the mountain and streams, and he would run back home in moments of bad mood.

The brigade revolutionary committee and the cadres sent down to the countryside helped him many times, and he has now joined the "one-help-one, a pair of Red" activities with the poor peasant commune members. Often he studies and applies Chairman Mao's works creatively, with problems of world outlook in mind, and examines himself in comparison with Chang Ssu-te, Norman Bethune, and the Foolish Old Man. He has grown up quickly in the revolutionary furnace, and was last year made a "five good" commune member.

One night, a rainstorm was blowing. Chou Nang was going to bed when suddenly he heard the moans of an old poor peasant woman in the house in which he was living. He rushed to the old woman's room. He saw that the woman was rolling on bed. Obviously she was very ill. Instantly remembering Chairman Mao's teaching that "we must wholeheartedly serve the people and must not divorce ourselves from the masses for a single moment," he and the woman's son-in-law, barefooted and putting on rain coats, quickly took the old woman to the nearby health clinic in the midst of rain. The woman was found to be suffering from acute abdominal pain caused by chronic appendicitis, and had to be taken to the Huach'iao Hospital more than 50 li away for an operation. At that time, Chou was hungry and tired, and it was raining. Yet he gave no thought to his personal hardship. For the next six or seven hours, he helped take the patient to Huach'iao Hospital. Seeing he was thoroughly soaked, the comrades of the hospital asked him: "Who is this old woman?" Chou replied with concern: "She is my mama!" What warm words these were! They fully reflected the profound sentiments the educated youths had acquired for the poor and lower-middle peasants after receiving re-education from them. On the day the old woman was discharged from the hospital, Chou again went to the hospital to meet her. Tears in her eyes, the old woman, holding Chou's hand tightly, said: "You are even dearer to me than my own son!" Extremely excited, Chou said: "This is what Chairman Mao teaches me to do. This is also what the poor and lower-middle peasants have taught me to do!"

The 14 educated youths, following Chairman Mao's teachings, while serving the people in the ordinary times, also stood the acid test in moments of life and death. One day in April last year, Wu Yung-hua was teaching the primary school students in production team No. 5, when suddenly a fire broke out from behind the house. Columns of smoke were shooting to the sky. The trees on the mountain and the houses of the poor and lower-middle peasants nearby were in danger of being swallowed by the fire. But the commune members had all gone out to work. Only two carpenters stayed at home. Wu Yung-hua was not frightened by the fire. Picking up a wood chopper, she cried aloud: "Fire!" With the two carpenters and a relatively old student, she dashed toward the scene of fire. The fire grew more violently, helped by the wind. But Wu became braver too as she fought the fire. She recited aloud the quotation from Chairman Mao: "Be resolute, fear no sacrifice, and overcome all difficulties to win the victory." She fought the fire valiantly. Suddenly the fire turned on her. She could hardly breathe. She almost fainted. Holding herself steady for a moment, she felt her courage had doubled seeing the other three were battling with the fire regardless of the risk to their personal safety. She used the

wood chopper to chop down a tree branch and continued in her effort to put out the fire. By now the fire was encircling them. Flashed across Wu's mind were Chairman Mao's great teaching "to die for the people is to die for a worthy cause," and the brilliant images of Tung Ts'un-jui, Huang Chi-huang and Li Wen-chung. She fought the fire even more fiercely. They wrestled with the fire for more than half an hour. The cadres and commune members rushed to the scene on learning about the fire, and together they put it out and preserved the forests and the houses.

In spring this year, the educated youths plunged into the battle for building the Shuangchi Hydro-electric Station. Tung Chien was responsible for blasting. Once, a person who had newly learned blasting, seeing the smoke from the first explosive he had lit, turned on his heels and fled. At this time, Tung Chien was concentrating on the other three explosives. Only after all the four explosives were lit did he discover that that comrade-in-arms was running in the direction where the explosives were about to set off. At this critical moment, Tung reminded himself of Chairman Mao's great teaching that "one must show more concern to others than to oneself." Ignoring the danger, he dashed forward and held that comrade-in-arms back.

New people are being fostered in the vast world! The 14 educated youths in Lungtou brigade are marching bravely along the bright road pointed out by Chairman Mao. Twelve of them have been named "five good" commune members. Six of them were elected acitivists in the creative study and application of Mao Tsetung thought in the hsien and in the commune. The poor and lower-middle peasants warmly recommended them to be radio announcers of the commune, bookkeepers of the production teams, barefooted teachers, barefooted doctors. Some of them have joined the leadership groups of the brigade and production teams. However, they attribute all these achievements to Mao Tsetung thought and to re-education by the poor and lower-middle peasants. Recently, led by the cadres sent down to the countryside, they again set up a Mao Tsetung thought study class and invited the poor and lower-middle peasants to attend it. In the class, they reached for their drawbacks and devised measures to improve themselves. They said: "We have made progress, but we must make still greater effort in the future." They are determined to regard their achievements as a new starting point for continuing the revolution, base their revolutionary yardsticks on the long-range goals of communism, be forever loyal to Chairman Mao, dedicate their lives to struggle and transformation on the road of integrating themselves with the workers and peasants!

Reporting Team of Kiangsi Provincial
Revolutionary Committee and Tehsing
Hsien Revolutionary Committee

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Hung-ch'i Editor's Note

This is a special issue on revolution in proletarian education. July 21, 1970 is the second anniversary of the publication of Chairman Mao's brilliant directive, "Follow the Road Travelled by the Shanghai Machine Works to Train Technical Personnel from among the Workers." Over the past two years, in the light of Chairman Mao's revolutionary line, revolution in proletarian education has taken a very large stride. Many advanced deeds have emerged during the revolutionary mass movement. To mark the occasion, the present special issue is devoted to summing up the experience gained and introducing model cases.

We recommend to our comrades the article entitled, "Strive to Build a Socialist College of Science and Engineering," written by the workers and PLA Mao Tsetung Thought Propaganda Team of the Tsinghua University. This article is very good. With the struggle between the two classes, the two lines and the two roads, the article presents in all overall manner the experience in implementing Chairman Mao's thinking on revolution in proletarian education, including the summing up of certain questions concerning policies, and is of universal significance. From this article, people can see that a brand-new socialist college of science and engineering full of spirit is being born amid the great proletarian cultural revolution. The summary of the forum held in Shanghai makes a serious study of the Tsinghua experiences and discusses certain questions which should merit attention in running well a socialist college of science and engineering. As to how to revolutionize the colleges of arts, it is to be hoped that comrades will make further discussions.

Revolution in proletarian education is a great, deep-going socialist revolution and a revolution which touches all fields and people of all classes in society. It is a very important component of the struggle-criticism-transformation campaign. Just as Vice Chairman Lin pointed out in his Political Report at the 9th Party Congress, "whether the proletariat can firmly hold the cultural and educational fronts and remold them with the Mao Tsetung thought is a keypoint which will determine whether the proletarian cultural revolution can be carried through to the end or not. Chairman Mao attaches much importance to work in this respect, and personally selects model cases as brilliant examples for us to follow."

It is hoped that the publishing of Tsinghua's typical experience and the experience introduced in educational revolution will be of help to make us more penetratingly study and carry out Chairman Mao's thinking on educational revolution, continue to develop the mass criticism on the educational front, and as we learn the Tsinghua experience, sum up our own experience, so that the fruit of revolution in proletarian education may be consolidated and grow and the mass movement of educational revolution may be carried on further.

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